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ABSTRACT

This State Plan is designed as a source of current information about Maryland's community colleges and as a guide to emerging trends and future activities. After chapter I sets forth the format, purposes, objectives, and uses of the Plan, chapter II provides background information on the community college system and its mission, history, structure, and governance. In chapter III, general conditions, trends, and projections for the community colleges are discussed in terms of enrollment, instructional programs, finance, and facilities. Chapter IV outlines the goals and objectives of the Maryland State Board for Community Colleges and the colleges themselves. Chapter V identifies the current strengths of Maryland's community colleges in the areas of student goal achievement, faculty competency, local support, geographic access, quality facilities, and diverse and responsive courses of instruction. This chapter also points out emerging policy areas that require study, such as the use and evaluation of part-time faculty, enrollment issues, new instructional modes and technologies, and college mission. Chapter VI provides a brief overview of the status and future growth of each of the community colleges with respect to enrollment, programs, facilities, and expenditures. Appendices include definitions, enrollment and financial data, a description of Maryland's management information systems, and a list of Board publications. (AYC)

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Maryland State Board for Community Colleges

State Plan and Annual Report

June 1982

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June 1, 1982

TO: The Honorable Harry Hughes, Governor of Maryland
The Honorable Louis L. Goldstein, Comptroller of the Treasury
The Honorable William S. James, State Treasurer
The Honorable H. Louis Stettler III, Secretary
Department of Budget and Fiscal Planning
The Honorable Constance Lieder, Secretary
Department of State Planning
The Honorable James Clark, Jr., President of the Senate
The Honorable Benjamin L. Cardin, Speaker of the House
The Maryland General Assembly
Dr. Sheldon H. Knorr, Commissioner
State Board for Higher Education
The Community College Boards of Trustees
The Community College Presidents

In October 1973, the State Board for Community Colleges published the first Statewide Master Plan for Community Colleges in Maryland. Based on the input of over 250 distinguished citizens serving on a variety of task forces, that Plan set the tone for emergence of a vibrant new sector in Maryland higher education.

The Board has continued to publish a Statewide Plan on an annual basis. This series of plans has reflected the growth and development of the Maryland community college system.

Community colleges now enroll almost half of all undergraduate students in all Maryland colleges and universities--public and private. Among part-time students, community colleges currently enroll 68 percent of the total. Combining degree, certificate, and continuing education offerings, community colleges this year provide instruction for over 250,000 Maryland citizens.

With this growth, the community college system has matured to the point where new realities need to be recognized. This Plan seeks to set forth current conditions, trends, and alternative futures within the context of the new realities.

It gives this Board great pleasure, therefore, to herewith present the Maryland State Board for Community Colleges State Plan and Annual Report June 1982.

Sincerely yours,

Samuel P. Massie

Samuel P. Massie
Chairman

Maryland State Board for Community Colleges

STATE PLAN

AND

ANNUAL REPORT

June 1982

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I. FUNCTIONS OF THE PLAN

CHAPTER ABSTRACT

This State Plan is a multi-purpose document. It is intended to serve a variety of general and specific purposes. As with the eight plans published previously, it is meant to be useful as a source of current information and as a guide to future activities for the colleges themselves, other State agencies and institutions, the Executive and Legislative branches of State government, and the general public. This chapter sets forth the format of the Plan, the purposes and objectives of the Plan, the uses of the Plan, and the critical areas to be addressed.

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FORMAT OF THE PLAN

This work proceeds from the general to the specific. Material in the front of the document applies first to Maryland higher education as a whole and then the community college system in particular. The history of the system is reviewed; present conditions and trends are discussed; future goals and objectives are put forward and progress to date is assessed; critical areas are identified; and needed future actions are recommended.

Following this general view of the past, present, and future of Maryland's community college system, this document presents a quantitative view individually of each community college. These institutional capsules have been constructed primarily in terms of current enrollment; instructional programs available and projected; facilities on-line and in-process; and institutional finance.

While the present section is meant to provide insight into the organization of the Plan itself, it should be kept in mind that this volume comprises only one part of a total planning process undertaken annually by the State Board for Community Colleges and the individual institutions. Other parts of the total planning effort are as follows.

One part of the process is the Annual Report of the Board mandated by statute. Title 16 of the Education Article requires the Board to submit annually to the Governor and General Assembly a report on its activities and the activities of the community college system. For reasons of economy and in order to provide a total picture, the Annual Report this year has been published as part of this Plan.

One cannot hope to chart future directions unless one has a clear idea of the present conditions and trends. A second element in the planning process, therefore, is the annual compendium of quantitative data on major aspects of community college operation. This includes information on enrollments, costs, degrees and other formal awards, demographics, employee characteristics and compensation, and the overall relationship of community colleges to the remainder of higher education, to the State of Maryland, and to the sponsoring political subdivisions. The Selected Financial and

Enrollment Databook was published earlier this year for use by the Fiscal Committees of the General Assembly during the budget process. Essential elements from this publication apppear in Appendix B.

The overall planning package for 1982 has been consciously structured with two purposes in mind. It is meant to provide a broader and more comprehensive picture of Maryland community colleges--past, present, and future--and to prevent any possible duplication in Board publications by creating a single reference document for multiple uses.

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GENERAL PURPOSES OF THE PLAN

The overall aim of the Plan is to build a rational course of future action for Maryland community colleges based upon current conditions, identified needs, and available resources. As a tool for coherent decision making, the Plan provides for coordination of efforts internally within the community college system and externally with other institutions and governmental entities. The general purposes can be summarized as follows:

- To provide an accurate representation of the current functioning of Maryland community colleges;
- To communicate the historical and philosophical base upon which these current activities have developed;
- To identify systemwide goals and objectives and to assure continuation and refinement of evaluation systems to measure progress toward these ends;
- To project overall State resource requirements for operating and capital funds;
- To determine the need to formulate new Board policies for the operation of the community college system; and
- To develop recommendations for actions outside the limits of the Board's authority, including Executive or Legislative action.

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SPECIFIC OBJECTIVES OF THE PLAN

Specific objectives are what constitute the operational aims of this Plan. While general purposes affect the direction of the system as a whole, it is through specific policy actions in particular situations that most public sector movement occurs.

Specific policy actions can be made ad hoc and such actions are unavoidable on occasion: however, allowed to become a regular mode of operation, such a posture

mitigates against planful action by any body. It is the position of the State Board for Community Colleges that day-to-day decision making relative to individual community college activities should be based to the largest extent possible on an overall course of action. Most important among the operational objectives of this Plan are the following:

- To project community college enrollments as a basis for budgetary, program, and facilities planning;
- To project annual operating costs at each community college;
- To identify projected instructional programs for possible implementation annually by each community college; and
- To identify projected new facilities on an annual basis at each community college and thus to determine State capital funding requirements necessary to implement eligible space requirements.

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EMERGING POLICY AREAS REQUIRING STUDY

This Plan establishes goals and objectives in an attempt to influence future needs and future responses. For a plan to be most valuable, it must address new and emerging issues--those circumstances appearing just on the horizon--that have the potential to totally overtake or redirect the expected or desired thrust. As would be expected, the identification and description of such critical issues is open to speculation and disagreement.

By definition, areas such as these are barely visible and constantly shifting. Planners must bring into focus those issues that have the capability to overturn the most rational of proposed actions. Issues identified below are presented more fully in a later chapter.

- Use and evaluation of part-time faculty;
- Issues related to community college enrollment;
- Movement toward new instructional modes;
- Use, cost, and effectiveness of new instructional technology;
- Differences in focus within the community college mission.

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USES OF THE PLAN

This Plan achieves its major purpose when it is used by the members and staff of the State Board for Community Colleges in guiding decision making both as to the

community college system as a whole and as to proposals submitted by individual institutions. The entire system is impacted by overall general policy actions. However, the contours of the system also can be altered over the long term through apparently smaller actions on smaller issues.

Institutional proposals come forward most commonly in the course of forecasting enrollment levels; developing new instructional programs; discontinuing existing programs; establishing regional and Statewide programs; implementing audit recommendations; requesting State participation in projects of capital construction; and approving continuing education offerings for State funding purposes.

Some of these decisions routinely come to the Board for action. Other matters are handled administratively by staff action. In either case, however, the Board may always take final action because the affected community colleges are always afforded the right to be heard before the Board.

The important part, however, is that the decisions made by the Board, or delegated by the Board to its staff, are best conceived and implemented when they are based on the conditions and assumptions contained in a relevant plan adopted prior to the promulgation of specific actions. To the extent that such a framework is humanly possible, this Plan aims to be that foundation and framework.

Use of this Plan by the State Board for Community Colleges is by no means the only use of the document. The Plan is intended to comport with and enhance the Statewide Plan for Postsecondary Education in Maryland, published by the State Board for Higher Education; the State Plan for Administration of Vocational-Technical Education in Maryland, developed by the Division of Vocational-Technical Education and approved by the Maryland State Board of Education; and other plans of the Executive and Legislative entities.

This State Plan also is intended to guide community college actions at the local college level. While the specific projections for individual community colleges contained in this Plan represent the best judgment of the State Board and are used in State-level policy decisions, their application to local operations and relations with local government is at the discretion of the individual boards of trustees, in accordance with their statutory governance functions.

The Plan serves one additional general function. Because the Maryland Code designates the State Board for Community Colleges as the State-level point of contact for all issues affecting community colleges, the Board provides the Plan to the general public and to agencies of government in the interests of disseminating accurate information about and greater understanding of the community college system, its role, scope, and mission.

II. CONTEXT OF MARYLAND COMMUNITY COLLEGES

CHAPTER ABSTRACT

From their start just over 35 years ago, Maryland community colleges have grown and developed into a major component of the State's system of higher education. The public two-year colleges, that is the community colleges, have a distinct mission that distinguishes them from all other segments of higher education in the State.

Community colleges are the only public institutions that are both State and local; they are the only public institutions authorized to award the associate degree in Maryland; and they currently enroll approximately half of the State's total college enrollment. Structurally, community colleges are governed locally and coordinated at the State level, and this also distinguishes them from most other public postsecondary institutions.

Each community college is governed by an appointed local board of community college trustees. Statewide authority for community colleges is vested in the State Board for Community Colleges, which has adopted General Policies for the operation of the community colleges. Overall coordinating responsibilities for higher education, including community colleges, are within the purview of the State Board for Higher Education.

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MISSION OF THE COMMUNITY COLLEGE SYSTEM

The success of the community college system in Maryland in large part is attributable to the clarity and distinctiveness of the segment's mission. The purpose of a mission statement is to not only enumerate the elements that define the system's role and scope but also to specify those factors which distinguish it from other institutions and systems. The mission of the Maryland community college system has been clearly delineated in the Maryland Statewide Plan for Postsecondary Education, and it is the mission contained in that plan that appears below.

STATE BOARD FOR COMMUNITY COLLEGES MISSION

It is the mission of the State Board for Community Colleges to coordinate and provide Statewide leadership for a high quality community college system that continues to meet changing State and local needs in an effective and efficient manner. The State Board for Community Colleges goals are achieved when actions of the Board and staff, in accordance with statutory responsibilities, serve to enhance college functioning, stimulate coordination and planning, and assure public accountability.

COMMUNITY COLLEGES MISSION

The mission of community colleges will be to provide high quality transfer and career programs, continuing education and community service at low tuition to students in response to local educational needs.

Students: The community colleges will provide educational opportunities for eligible persons who desire credit or continuing education instruction. The community colleges will provide opportunities for a wide range of students, from those with exceptional high school records to those who lack certain prerequisite college skills. Community colleges will make developmental programs available commensurate with the needs of their students and will coordinate these with four-year institutions to ensure that they provide appropriate skills for students wishing to transfer.

Academic Program Levels: The community colleges will provide programs leading to the associate degree and lower division certificate. All transfer coursework offered will be at the lower division level.

Types of Instructional Programs: The community colleges will offer transfer programs which provide students with the coursework necessary to transfer to programs in upper division institutions. Occupational programs will be offered to prepare students for entry into new jobs and/or to upgrade skills in current jobs. Continuing education is available for citizens who need assistance with basic skills and career planning or who desire to upgrade an existing talent or acquire new skills.

Research: Community colleges will engage in instructional and institutional research to help ensure effective teaching and policy information. They will engage only in limited sponsored research.

Public Service: The community colleges will provide community service activities designed to meet the needs of local citizens, government, business, and industry.

Faculty: Faculty will be recruited and evaluated based on their expertise and their commitment to the mission of community colleges.

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HISTORY OF THE COMMUNITY COLLEGES

NATIONAL PERSPECTIVE

Community colleges generally are recognized to be a uniquely American higher education invention. While scholars disagree as to the specific foreign influences which helped shape the American state universities, land grant colleges, and teacher training institutions, the modern concept of a public two-year college is indigenous to the United States.

While two-year colleges had their origins in the first half of the twentieth century, most of these institutions were quite different from the community colleges of today. Most of these institutions were private, and it was not until 1948 that the number of public institutions exceeded the number of private ones. Since then public community colleges have taken the commanding lead. In 1982, there were 1,055 accredited public two-year colleges and 164 accredited private two-year colleges, according to the American Association of Community and Junior Colleges.

The community college movement clearly came into its own nationwide in the late 1940s and early 1950s. The pace quickened in the late 1950s and the growth in number of colleges and enrollment in the 1960s is legendary. Community colleges continue to be a growth factor in higher education although growth is expected to be clearly at a slower rate.

Philosophy: Comprehensiveness best describes the unique properties of the community college as an institution. The community college is comprehensive in terms of the wide range of programs and services it offers and in terms of the range of students it serves. Just as the community college does not erect unnecessary barriers between traditional academic subjects and those applied courses related to the world of work, neither does the community college pick and choose its students. Rather, the community college supplies the widest possible number of offerings to students who can profit from attendance.

The comprehensive community college not only continues to offer university-parallel or college transfer programs but also places heavy emphasis on occupational programs and a wide variety of continuing education offerings. Nationally most of the recent community college growth has been and continues to be in the occupational and continuing education areas.

Occupational programs may be called vocational programs, technical programs, or career programs according to local convention. The term applies to those degrees, certificates, or series of courses intended to prepare individuals for immediate employment. Continuing education, which may be called community service, adult education, or continuing education programs, is intended to serve a variety of purposes from personal interest areas to skills upgrading to career change to citizenship development to vocational or avocational pursuits. Continuing education offerings are readily adaptable to special circumstances; flexible duration, time, and location; and unique clientele. Continuing education is the area of greatest innovation. Most community colleges have made considerable effort to expand programming in this area, and it is certain to become even more important in the future.

Other institutions offer some of these types of programs. Four-year colleges and universities offer liberal arts and continuing education programs. Proprietary institutions and technical institutes offer occupational programs. The hallmark of the community college is that it offers ready access at reasonable costs to all three of these program areas. Community colleges are local or regional institutions designed to meet community needs. They do this by openly accepting all students who can benefit by attendance, by providing instruction at convenient times and places, and by keeping student charges at a reasonable level.

Community College Financing: The common characteristics of community college programs and services are readily identifiable as one observes them from place to place. However, as institutions are dependent generally upon the support of state and local governments, community colleges in different states--and even within states--vary as to their patterns of finance and the impact of these patterns on the flexibility to respond to fluid circumstances. Being open-door institutions complicates the process of budgeting in community colleges since not only does the amount of student revenues vary greatly with the number of individuals who decide to enroll, but so do these

fluctuations commonly affect the amount due the college from its various governmental sponsors.

In the literature of community colleges, it has been concluded that there are four major models for public support. They are full state support, unit rate formulas, minimum foundation plans, and cost-based program funding. The Maryland financing structure has been identified as being of the unit rate formula.

Organization and Governance: Public higher education, traditionally, has been regarded as a state function. A limited number of municipal colleges and universities have existed on the American scene; but until the emergence of the modern community college, the primary educational function of local government had been at the elementary and secondary levels. Community colleges have changed that. Most typically, community colleges are a shared responsibility of the states and local political subdivisions. How this control is divided has much to do with how responsibility for funding is divided.

Governance is usually taken as the authority to make overall policy, hire and fire personnel, establish compensation, provide for promotions, control the budget, enter into agreements and contracts, accept gifts, and maintain general control. There is general agreement as to what is a governing board and what is a coordinating board.

The predominant national pattern is for community college governance functions to be at the local level with a board of trustees and for coordination to be accomplished by a state-level board. Boards of trustees may be appointed by state or local officials and be dependent for funds appropriated by elected taxing authorities; or community college trustees may be elected, in which case the board of trustees is likely to possess its own taxing authority. This authority might be limited in accordance with statute or ordinance, or levies might otherwise be conditioned on local approval by the electorate.

While the above pattern of local control and local coordination is predominant, there are two major variations to this approach on the national scene. In some states community colleges comprise a state system with control exercised by a state-level governing board. Such states are more likely to operate with the state funding most direct costs. Another variation is those states in which some or all of the two-year public colleges are operated as part of a public university system. In this pattern, community colleges are seen as branch campuses of a parent institution with consequently more emphasis on transfer work.

As part of a movement in the decade of the 1970s, many community college governing boards contain student members. Their status as full voting members, or more limited positions as nonvoting or advisory members, varies according to the dictates of local laws or regulations.

Members of appointed governing boards are generally selected for their interest in educational affairs or their position in the community. It is not unusual for board membership to represent a cross section of the community in terms of the professions and leadership of business and industry. This factor helps assure that community colleges reflect and respond to unique needs of a local area. Some boards contain ex officio membership of public officials or representatives of other postsecondary

institutions. This appears particularly true in the case of state-governed systems. In a number of states there remains the pattern of two separate types of two-year colleges--the arts and science transfer institutions and the technical colleges or institutes.

EARLY COMMUNITY COLLEGE ORIGINS IN MARYLAND

The movement to establish a system of locally controlled public two-year colleges in Maryland occurred immediately following World War II. With the support and encouragement of the State Board of Education and the State Superintendent of Schools, Montgomery and Hagerstown Junior Colleges began operation in 1946. One year later, Baltimore Junior College was established by the school system in Baltimore City.

These three institutions served as the forerunners of today's system of seventeen comprehensive community colleges. Prior to this time, only limited efforts had been made in Maryland to offer two-year college programs. In 1927, St. Mary's Female Seminary, then a public high school in St. Mary's City, was authorized to operate a junior college division and to award associate degrees. The initial effort at St. Mary's was followed a few years later by associate degree programs at three State teachers' colleges as an option for those not interested in teacher education. Two-year "college centers" also were established in Baltimore City in the 1930s as part of emergency efforts during the Great Depression. All of these programs ultimately were phased out.

Beyond the first three community colleges, eight additional institutions were created between 1946 and 1961. Much of the impetus for this expansion came about through recommendations of a series of study groups, including the Marbury, Pullen, and Curlett Commissions. From 1961 to 1970, five more community colleges were established, and in 1975 the seventeenth community college came into being on Maryland's Lower Eastern Shore.

CONTEMPORARY ALTERNATIVES

While no additional community colleges have been established since 1975, efforts to increase geographical accessibility have continued. As an option to establishment of a community college, branch campuses have opened in three counties. These branch campuses, operated under contract with an existing community college, have been encouraged as a cost-effective mechanism for assessing citizen interest while offering a core of needed programs. With the branch campuses and the addition of another county to one of the State's two regional community colleges, community college services currently are offered locally in 23 of the State's 24 political subdivisions. Only Somerset County has elected not to provide such services.

STATE AND LOCAL FUNDING PARTNERSHIP

From the outset, the State has shared with the local political subdivisions the responsibility of funding community college costs. This State-local partnership is unique in higher education to the community college system and distinguishes these institutions from all other Maryland colleges and universities.

State support began as a system of flat grants to each community college. However, since 1949 State aid has been distributed on a formula basis. Prior to 1965, the general principle remained that the State, counties, and students should contribute one-third of the costs in equal shares. Since 1965, the statute has called for a 50-28-22 percent distribution from the State, the counties, and students. A separate formula was established for the regional and small community colleges in 1973. All of the formulas have been adjusted in terms of the maximum rate of aid.

During the 1981 legislative session, the funding formula was supplemented on a one-year basis with a grant to each board of trustees and an additional amount for each part-time credit student. The Governor proposed to the 1982 General Assembly that these changes be made permanent, and the proposal was enacted during the session.

The State also has contributed since 1961 to the costs of community college capital construction. The State participates in 50 percent of the cost of eligible space or the percent State share of basic public school aid, whichever proportion is greater.

Community colleges, as new institutions, have grown rapidly. That growth is seen in the enrollment, programs, finance, and facilities areas appearing elsewhere in this Plan.

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STRUCTURE AND GOVERNANCE

Community colleges are an important element in the State's system of higher education. As part of the total system, it is necessary to review the overall structure and to show the relationship of the community colleges to that structure.

OVERALL COORDINATION OF HIGHER EDUCATION

The Maryland General Assembly enacted legislation in 1976 creating a State Board for Higher Education. The law reconstituted the Maryland Council for Higher Education as the State Board for Higher Education. Major additions to the Board's responsibilities included the authority to approve new programs, review institutional operating budgets, and establish guidelines for tuition and institutional salaries. The State Board for Higher Education is also responsible for State accreditation of postsecondary educational institutions, a function formerly performed by the State Department of Education.

The Board is comprised of eleven lay members with none representing any institutions under the Board's jurisdiction. A segmental advisory committee advises the State Board for Higher Education. The committee includes two representatives from the community colleges, two from the State colleges and universities, two from the independent colleges and universities, and one from the University of Maryland, one from Morgan State University, and one representing proprietary institutions. All members of the Board and the segmental advisory committee are appointed by the Governor and confirmed by the Senate.

The statutory responsibilities of the State Board for Higher Education, as stated in the Education Article of the Maryland Code, include the following:

- To coordinate the overall growth and development of postsecondary education in this State;
- To the extent practicable, consult with each agency and institution that is affected directly by its actions and recommendations before taking final action on them;
- To constitute the State postsecondary education commission under Title XII of the Higher Education Act of 1965, as amended from time to time;
- To administer State funds for private higher education institutions; and assure that the purposes for which the funds were appropriated are met;
- To develop, implement, and administer plans and programs for interstate and regional cooperation, including reciprocity agreements on matters that affect higher education;
- To secure, compile, and evaluate information on any matter within its authority on the forms it requires from any person, agency, or institution subject to its jurisdiction;
- To review operating budget requests and develop and present to the Governor a consolidated operating budget for higher education;
- To review and make recommendations but not reduce, increase, or modify the operating budget requests of the responsible institutions and agencies;
- To review proposals for capital projects and improvements desired by the public institutions of higher education, seek State funds for such projects and improvements, and make recommendations with respect to them to the Governor and General Assembly;
- To review and approve, before implementation, each proposal for any new program and any substantial expansion, curtailment, or discontinuance of any existing program;
- To review and make recommendations on the continuation, modification, or duplication of existing programs;
- To establish general guidelines for tuition and fees for consideration by the governing boards of the institutions;
- To establish and implement procedures for transfer of students and faculty between institutions, cooperative programs among the public institutions to assure appropriate flexibility in the higher education system, and standards for the reciprocal acceptance of credits;

- To establish general guidelines for faculty and administrative salaries for consideration by the governing boards of the institutions;

- To study and recommend ways to improve and coordinate student financial assistance programs and State and federal programs of support for higher education;

- To review annually the long- and short-term plans, goals, and objectives of each institution for consistency with the objectives and priorities of the board;

- To recommend but not change the status of a community college, State college, or university;

- To establish minimum requirements for issuing certificates, diplomas, and degrees by public and private institutions of postsecondary education in this State; and

- To perform any other duty delegated to it in accordance with law.

The State Board for Higher Education has also been designated as the agency required by Section 1202 of the Education Amendments of 1972 (PL 92-318) and for implementation of Title X of that Act.

Chart I illustrates the coordinating function of the State Board for Higher Education. While the chart is limited to public higher education, it should be noted that the Board's coordinating function also includes private institutions. Proprietary institutions are included within the Board's purview in accordance with provisions for the approval of postsecondary institutions to operate in Maryland.

STATE COORDINATION OF COMMUNITY COLLEGES

The State Board for Community Colleges was established by Act of the General Assembly in 1968. The Board and agency became operational in 1969. The Board is comprised of eight Maryland citizens, seven of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. In 1973, the General Assembly passed legislation to include a community college student as the eighth member for a one-year term of office, the student to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate.

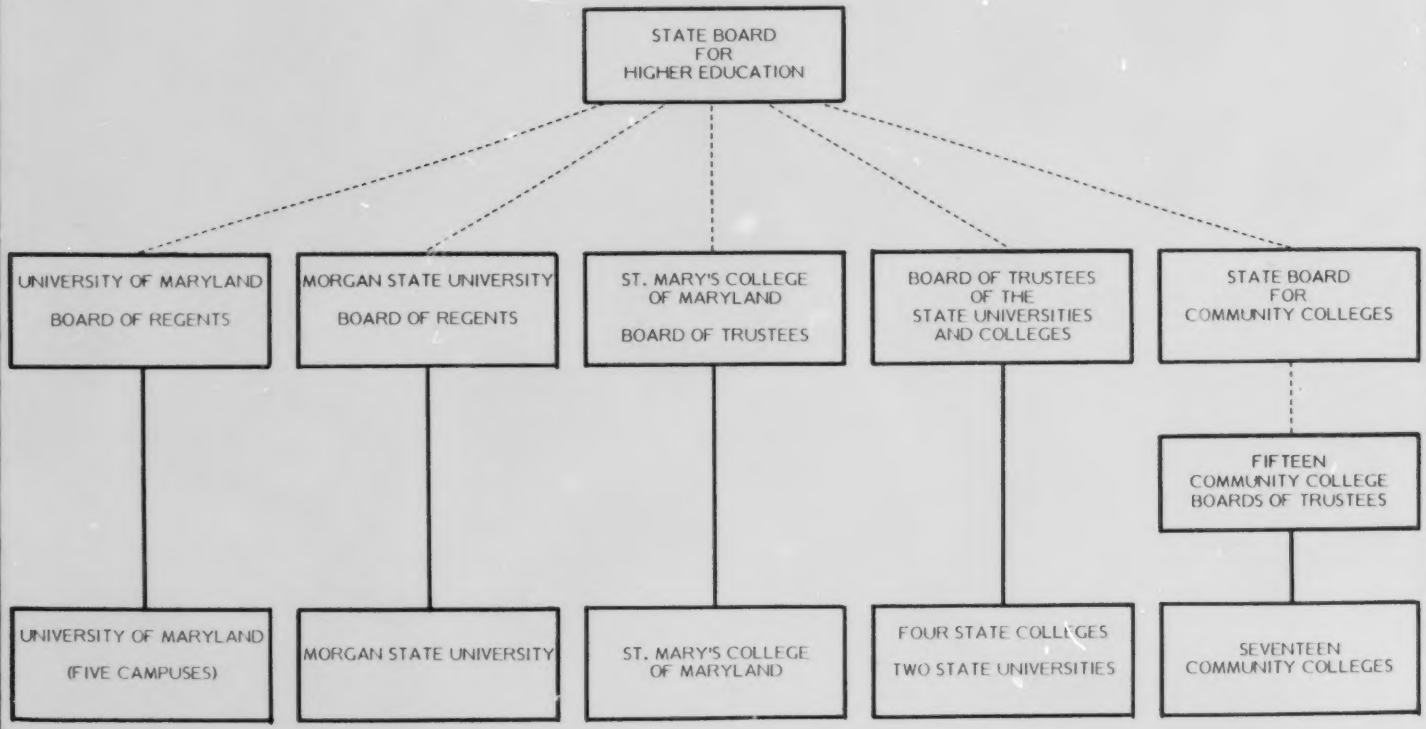
State Board for Community Colleges Statutory Authority: Title 16 of the Education Article of the Maryland Code establishes and provides for the operation of the State's community college system. Reposed in this statute are the following powers granted to and duties imposed upon the State Board for Community Colleges:

- To have full Statewide responsibility for the community colleges;

- To establish general policies for the operation of the State's community colleges;

Chart I

MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART


STATE BOARD FOR HIGHER EDUCATION
UNIVERSITY OF MARYLAND BOARD OF REGENTS
MORGAN STATE UNIVERSITY BOARD OF REGENTS
ST. MARY'S COLLEGE OF MARYLAND BOARD OF TRUSTEES
BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES
STATE BOARD FOR COMMUNITY COLLEGES
FIFTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES
UNIVERSITY OF MARYLAND (FIVE CAMPUSES)
MORGAN STATE UNIVERSITY
ST. MARY'S COLLEGE OF MARYLAND
FOUR STATE COLLEGES TWO STATE UNIVERSITIES
SEVENTEEN COMMUNITY COLLEGES
------ Coordinating
_____ Governing

- To administer the program of State support for the community colleges;
- To administer the "Construction Program for Public Junior, Community, and Regional Community Colleges" under Acts of the General Assembly in accordance with procedures developed by the Board and adopted by the Board of Public Works;
- To recommend, review, and advise on any proposal for the establishment of a new college;
- To recommend, review, and advise on curriculum proposals for each new community college and on any proposed major addition to or modification of programs in any existing community college;
- To study the problems of community college education;
- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;
- To assist the State Board for Higher Education in performing its duties as they relate to the community colleges;
- To establish and maintain a system of information and accounting for community college activities;
- To provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;
- To assist and represent the community colleges in seeking and administering federal money available to them;
- To coordinate relationships among the community colleges so as (1) to (i) assure the widest possible educational opportunities for students in this State; (ii) facilitate the transfer of students between the community colleges and the University of Maryland, the State universities and colleges, and other institutions of higher education; (iii) assure the most efficient use of State money; and (2) to designate any community college instructional program as a Statewide or regional program;
- To coordinate relationships between the community colleges, the State and county public school systems, and the private high schools to (1) facilitate cooperation among them in the guidance and admission of students to the community colleges and (2) arrange for the most advantageous use of facilities; and
- To report annually to the General Assembly on its activities and the activities of the community colleges.

State Board for Community Colleges Functions: In a broad context, the role of the State Board for Community Colleges includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland.

The planning function of the Board includes such activities as the development of a State Plan and reviewing and recommending new community college programs and facilities.

The coordination function involves working with other organizations and State agencies, such as the Board of Public Works, the State Board for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the State Board for Community Colleges is assuming a more active role in coordinating planning and program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of statistical data, facilities planning, program development, the provision of legislative information, and the sponsoring of workshops to assist community colleges in solving problems as they occur.

Leadership is exercised by the State Board for Community Colleges in all three of the broad functions described. Beyond this, impetus is provided by the Board in identifying needs throughout the State which community colleges can meet; pointing out directions for further development; making recommendations to the Governor and General Assembly; increasing awareness of community college programs and services among other appropriate governmental agencies; and bringing national attention to focus to the Maryland community college system.

As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges, the Board recognizes that coordination is most effectively accomplished through leadership rather than through imposition and extension of mandatory control mechanisms. The Board believes it has acted in a responsible manner--blending elements of control and enlightened encouragement, as necessary--and stands on its record of strong support for State-level coordination and local control of community college functions.

State Board for Community Colleges Staff Responsibilities: The State Board for Community Colleges is served by a professional staff of seven. This includes an Executive Director, Associate Executive Director, and five Director-level staff members. Five support staff persons assist the professional staff.

As a total staff group, the Directors comprise the following: a Director of Finance, a Director of Planning and Research, a Director of Continuing Education and Developmental Studies, a Director of Instructional Programs, and a Director of Facilities. Because of a relatively large agency mission and small staff size, the professional staff functions as a team, and members share responsibilities for a number of overall functions.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff. The Executive Director recommends policies and actions to the Board; serves as liaison between the Board, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board for Community Colleges on State-level commissions, conferences, and committees.

In addition, the Executive Director meets monthly with the Maryland Council of Community College Presidents. Their concerns are related to broad policy issues, such as proposed legislation, adoption or modification of policies by the State Board for Community Colleges, consideration of community college relations with other institutions, and public perception of community college programs and services.

The Associate Executive Director serves as administrative head of the agency in the absence of the Executive Director and represents the staff on State-level committees and bodies as designated by the Executive Director. The Associate Executive Director coordinates legislative services for the community college segment of higher education and is responsible for staff liaison with State agencies and other institutional segments. He coordinates the overall staff effort in development of this Plan, is responsible for agency publications, and is the agency's designated officer for affirmative action/fair practices and forms management for the agency and segment. He works with the community college Deans of Students, College Information Directors, and Personnel Officers.

The Director of Finance provides staff liaison between the Board, the business officers on each campus, the State Legislative Auditor, the State Department of Budget and Fiscal Planning, other agencies of State government, local government, finance officers, and independent certified public accountants. The Director of Finance assesses the fiscal impact of proposed community college legislation, prepares the annual Board budget, assists in the development of the annual State Plan, and revises the State Board for Community Colleges Financial Guidelines and Procedures Manual. The Director of Finance receives and reviews the budgets, the audit reports, and the management letters from the community colleges; analyzes these documents; and annually issues a summary report based on this information. He monitors the implementation of recommendations made by certified public accountants in audit reports and related management letters. All data related to State aid payments are received and processed by the Director of Finance; and he is responsible for administering the State Aid to Community Colleges program.

The Director of Planning and Research is responsible for coordinating the collection of data for the State Plan, conducting research (including Statewide student follow-up studies), developing and implementing a comprehensive Management Information System, and coordinating reports with other State agencies and the federal government. He works with the Maryland Community College Research Group and the Data Processing Directors.

The Director of Continuing Education and Developmental Studies is responsible for administering the continuing education program. The Director of Continuing Education and Developmental Studies works with each community college Continuing Education Division in the development and review of the continuing education courses for which State assistance may be requested. This staff member works closely with the State Board for Community Colleges Continuing Education Advisory Committee in the review of policies and guidelines relating to continuing education and developmental studies. The Director of Continuing Education and Developmental Studies also assists and advises the Deans of Continuing Education in the coordination of Title I and the Division of Vocational-Technical Education funds.

The Director of Instructional Programs is responsible for analyzing letters of intent and instructional program proposals and for preparing staff recommendations to the Board. He coordinates the State Board for Community Colleges program evaluation process, including the Program Data Monitoring System and the annual Program Evaluation Report. The Director of Instructional Programs meets regularly with the Academic Deans and the Occupational Deans and also serves as liaison to the State Department of Education, Division of Vocational-Technical Education. He is a member of the Maryland Annual Program Plan and Accountability Report Council for Vocational Education.

The Director of Facilities is responsible for directing and coordinating the facilities planning function of the State Board for Community Colleges and of the seventeen Maryland community colleges. He provides staff liaison between the Board, the facilities planners on each campus, the State Board for Higher Education, the Departments of State Planning and General Services, and the Board of Public Works. The Director of Facilities makes enrollment projections for facilities planning, interprets the construction guidelines, approves all requests for capital expenditures, develops the community college capital construction priority list, and develops the agency's capital construction bond bill proposals. He reviews all construction project proposals, schematics, design development documents, and construction documents.

In addition to these members of the professional staff, the Board employs support staff who are essential to the continued operation of the Board's work and the carrying out of essential functions. These individuals perform a wide variety of office, clerical, and computational services.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the Board membership. Support staff members are evaluated annually in compliance with the requirements of the Department of Personnel.

Chart 2 illustrates the internal organizational structure of the State Board for Community Colleges. As noted, each of the staff positions provides liaison and service with corresponding offices and functions at the community college level.

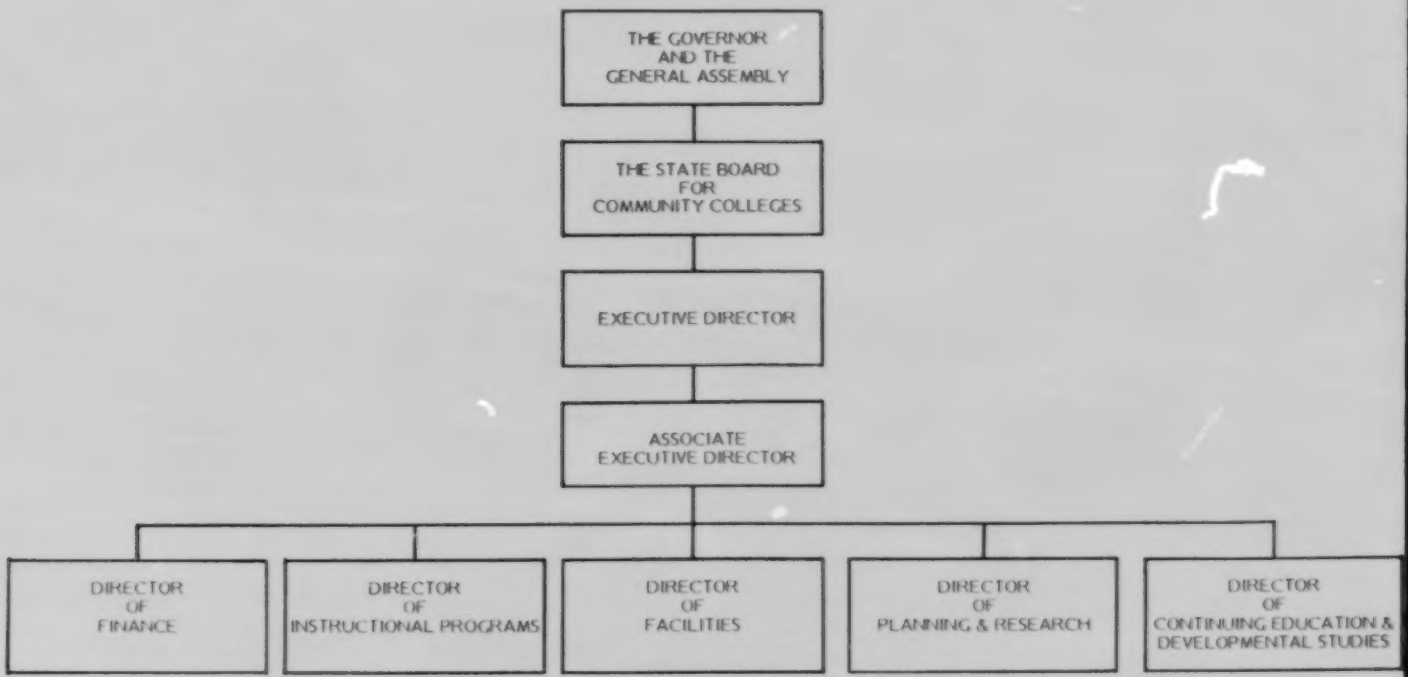
LOCAL GOVERNANCE OF COMMUNITY COLLEGES

Commitment to the principle of local control of Maryland community colleges is historically strong. Prior to 1961, boards of education operated the community colleges under the general authority of local boards. In 1961, the General Assembly authorized the state superintendent of schools to formally approve the establishment of community colleges by local boards of education and to permit these boards to be constituted as boards of trustees of their respective community colleges.

Legislation in 1965 authorized the establishment of regional community colleges controlled by boards of trustees drawn from the political subdivisions sponsoring the colleges. In 1968, the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course

Chart 2

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART


THE GOVERNOR AND THE GENERAL ASSEMBLY
THE STATE BOARD FOR COMMUNITY COLLEGES
EXECUTIVE DIRECTOR
ASSOCIATE EXECUTIVE DIRECTOR
DIRECTOR OF FINANCE
DIRECTOR OF INSTRUCTIONAL PROGRAMS
DIRECTOR OF FACILITIES
DIRECTOR OF PLANNING & RESEARCH
DIRECTOR OF CONTINUING EDUCATION & DEVELOPMENTAL STUDIES

of action. All community colleges have chosen this course and all community colleges are now operating under separate boards of trustees. Authority to establish new community colleges is vested in the State Board for Higher Education acting upon the recommendation of the State Board for Community Colleges.

Community Colleges Statutory Authority: Within the framework of Title 16 of the Education Article of the Maryland Code, local boards of trustees are governing bodies with the following powers granted and duties imposed:

- To establish community colleges, upon the recommendation of the State Board for Community Colleges and subject to approval of the State Board for Higher Education;
- To maintain and exercise general control over the community colleges, keep separate records and minutes, and adopt reasonable rules, regulations or bylaws to effectuate and carry out this responsibility;
- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;
- To determine entrance requirements and approve curricula, subject to minimum standards set by the State Board for Community Colleges;
- To charge students reasonable tuition and fees set by it with a view to making college education available to all qualified individuals at low cost;
- To establish the college operating and capital budgets subject to approval of the local political subdivisions;
- To purchase, lease, condemn, or otherwise acquire any property deemed necessary by the board of trustees for the operation of the community college;
- To sell, lease, or otherwise dispose of community college assets or property;
- To permit the county board of education to use the land, buildings, or other facilities of the community college with the approval of the State Board for Community Colleges;
- To use any land, buildings, assets, or other facilities of the county board of education with the approval of the county board of education;
- To sue and be sued.

Community Colleges Functions: The functions of the community colleges derive from the community college mission and the programs they are authorized by statute to offer. Title 16 further provides that, subject to the authority of the State Board for Community Colleges, each board of trustees "may determine offerings that consist of:

(1) transfer programs offering the equivalent of the first two years of a bachelor's degree program;

(2) career programs offering technical, vocational, and semiprofessional education; and

(3) continuing education programs."

Community Colleges Staff Responsibilities: The community college president is appointed by the board of trustees and serves under terms and conditions set by the board. Major responsibilities of the president, however, are set forth in Title 16. These statutory responsibilities include the following: "The president . . .

(1) shall report directly to the board of trustees;

(2) shall recommend the appointment by the board of qualified faculty members and other employees necessary for the efficient administration of the community college;

(3) shall recommend the discharge of employees for good cause; however, any employee with tenure shall be given reasonable notice of the grounds for dismissal and an opportunity to be heard;

(4) is responsible for the conduct of the community college and for the administration and supervision of its departments; and

(5) shall attend all meetings of the board, except those involving his personal position as president."

The specific organization of the individual community colleges varies in accordance with size, history, and local conditions. Although the titles vary, typically reporting to the president are an instructional dean, student services dean, continuing education dean, and a business or administrative dean.

Principal administrative officers of the community colleges meet with their counterparts and members of the State Board for Community Colleges staff through "affinity groups." These groups provide the opportunity for interchange and sharing of information.

III. STATUS OF COMMUNITY COLLEGE OPERATIONS

(CONDITIONS, TRENDS, AND PROJECTIONS)

CHAPTER ABSTRACT

General conditions, trends, and projections for community colleges in the areas of enrollment, instructional programs, finance, and facilities are contained in this chapter. It is through analysis of the current status of operations that community colleges identify areas requiring future attention. Goals, objectives, and implementation strategies addressing these areas are listed in the succeeding chapters.

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ENROLLMENT

CURRENT COMMUNITY COLLEGE STUDENT CHARACTERISTICS

During the decades of the 1960s and 1970s, community college enrollment Statewide increased dramatically. During both decades, community college enrollment growth was the largest rate of growth in Maryland higher education. To a very great extent, the growth and development of community colleges during these years was the dominant factor affecting the demography of Maryland higher education.

As shown in Table I, enrollment in degree and certificate programs in Fall 1981 was 96,558. This figure represents over 48 percent of all undergraduates in Maryland public and private institutions and over 54 percent of the undergraduates in the public colleges and universities. In Fall 1981, 42 percent of all new freshmen attending full-time in Maryland were going to a community college. The community college part-time enrollment shown in Table I represents 68 percent of all part-time undergraduates in the State.

Important changes occurred during the 1970s in the composition of the student body. There was a dramatic increase in the proportion of female students and the proportion of students attending part-time.

Corresponding with the increase in part-time enrollment, the average student credit load dropped appreciably. Considerable increases were experienced in attendance by students age 30 and older. Full-time equivalent enrollment in continuing education courses increased during the 1970s. The outlook for the 1980s is for all these trends to continue except that there will be a sharp drop in the number of high school seniors. Because of this unprecedented decline, it is important to survey several factors that influence enrollment.

Community colleges historically have attracted a diverse student body. This includes older, married, working, returning, handicapped, and minority students. In a real sense, there is no such thing as the "typical" community college student.

Table I

OPENING FALL CREDIT ENROLLMENT 1960-1981
MARYLAND COMMUNITY COLLEGES

Year	Full-time	Percent Increase (Decrease)	Part-time	Percent Increase (Decrease)	TOTAL	Percent Increase (Decrease)
1960	2,361	11.7%	2,243	.8%	4,604	5.5%
1961	3,436	45.5	3,140	39.9	6,576	42.8
1962	3,965	15.4	3,926	25.0	7,891	20.0
1963	4,596	15.9	4,441	13.1	9,037	14.5
1964	6,185	34.5	4,779	7.6	10,964	21.3
1965	9,788	58.2	5,819	21.7	15,607	42.3
1966	10,244	4.6	6,595	11.9	16,839	7.8
1967	11,951	16.6	8,323	26.2	20,274	20.4
1968	14,736	23.3	11,401	36.9	26,137	28.9
1969	19,103	29.6	15,995	40.2	35,098	39.2
1970	21,633	13.2	20,778	29.9	42,411	20.8
1971	23,163	7.1	24,508	17.9	47,671	12.4
1972	23,301	.6	28,963	18.2	52,264	9.6
1973	24,070	3.3	34,646	19.6	58,716	12.4
1974	24,235	.7	40,444	16.7	64,679	10.2
1975	28,177	16.3	48,063	18.8	76,240	17.9
1976	28,924	2.7	51,031	6.2	79,955	4.9
1977	29,278	1.2	55,609	9.0	84,887	6.2
1978	27,748	(5.2)	58,328	4.9	86,076	1.4
1979	28,106	1.3	60,246	3.3	88,352	2.6
1980	28,978	3.1	64,049	6.3	93,027	5.3
1981	29,885	3.1	66,673	4.1	96,558	3.8

FACTORS THAT AFFECT ENROLLMENT

Three basic factors that influence college enrollment are population, college attendance rate, and retention rate. Population refers to the number of persons residing in the college service area. Population is affected by births, deaths, and net migration into an area.

The college attendance rate is defined as the proportion of an age group that is enrolled in any college. Community college attendance is affected by both the attendance rate of the traditional college age group (18 to 22 years old) and the attendance rate of persons over 23 years old.

Research has indicated that the college attendance rate among the 18-22 year old group is fairly stable. The State Board for Higher Education has estimated that the number of people in this age group will decline by 15 percent between 1982 and 1986.

The overall affect of a decline in the number of people in this group will be a corresponding decline in enrollment for this age group. The stability of the college attendance rate of students in the traditional age group suggests that it will be no simple task to create a dramatic increase in enrollment through increased recruiting of high school students. It will also be difficult to create large increases in enrollment from this age group because military manpower needs, changes in federal grants and loan policies, and changes in the economy and unemployment rates may act to decrease the attendance rate of this group.

The college attendance rate among adults above age 23 has been increasing in recent years. However, it is difficult to predict the potential for enrollment from this source since enrollment certainly will be a function of educational needs and the attractiveness of the programs offered.

The student retention rate is broadly defined as the extent to which students stay at the college and continue their studies. According to student follow-up studies, the average Maryland community college student completes about 31 credits within three and one-half years after entry. Student follow-up studies have also documented that many students attend college for courses of interest and not to complete a certificate or degree. For example, a student's specific educational goal may be to take three courses in accounting. Once this goal is achieved, the student may feel little desire to take further courses.

Thus, when nongraduates are asked their reasons for leaving the college, the most frequent answer was that they achieved their educational goal. Other typical responses were transfer or personal reasons. Only a small percentage of students indicated that they left the college because of problems caused by the college. The ability of the college to significantly increase this rate is thus reduced.

ENROLLMENT OUTLOOK: SHORT- AND LONG-TERM

For community colleges, the impact of declines expected in high school students between 1982 and 1986 and between 1988 and 1995 will be softened somewhat by the continued increase of part-time enrollment by older students. However, the costs of education in other segments, the effect of the economy, and developments in federal student loan and grant programs will all impact in unpredictable ways on the number of full-time equivalent students at Maryland community colleges during the next five years.

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ASSISTING STUDENTS IN AND OUT OF CLASS

THE NATURE OF STUDENT SERVICES PROVIDED

The Minimum Requirements for Degree-Granting Two-Year Colleges, promulgated by the State Board for Higher Education, establish minimum standards for student services and activities to be provided by all two-year colleges. Section .11 of the

Minimum Requirements indicates that, "Student services and activities shall realistically reflect the stated objectives, purposes, and philosophy of the institution. . .The institution shall be sure that all students have access to a well-developed program of counseling, testing, advisement, orientation, financial aid, career development, placement, health services, food dispensing, and a college bookstore. The specific organization of services, as well as the resources and staffing provided, shall be determined by the individual college, so long as provision for all of the above services are made."

Each Maryland community college provides the services and activities required as well as a wide variety of other student development functions consistent with the history, size, and location of the institution. For example, in some areas of the State it is necessary to provide students with assistance in locating convenient off-campus housing in order to successfully pursue an instructional program at the institution. On the other hand, some community colleges do not need to provide nearly as extensive campus health facilities because of the availability and location of county health department programs and services.

Nonetheless, all community college student development services share a common philosophy of providing necessary and relevant student support systems for the numbers and types of students enrolled in the diverse community college instructional offerings. Services are provided for full-time day students, evening students, part-time students, off-campus students, continuing education students, and business and industry students. A special series of services of instructional support is often necessary for the increasing population of students achieving mastery of basic skills in community college remedial education.

In this Plan, the focus is on community college functions, not organizational structures. Structure varies, depending on the factors listed above. Particularly in this section, it is important to realize that student development functions are being addressed. These functions on the campuses may be exclusively responsibilities of the student affairs divisions, they may be shared with other institutional components (such as instruction or finance), or they may be assigned administratively to other operating divisions of the institution. In any case, the functions are performed, and that is the important fact.

ENTRY SERVICES

It is essential that institutions provide for the functions of marketing, outreach, and admission. Although some institutions are reluctant to use the terms marketing and outreach for fear of what the terms mean or how they might be misconstrued; increasingly, institutions of all types--including community colleges--are beginning to realize that there is nothing unseemly about the functions.

Because the college experience of many people took place years earlier and primarily in the four-year college sector, there is the tendency for many to think of the entry functions strictly in terms of "admissions." Community colleges do not reject prospective applicants in accordance with selective criteria. Students are placed in programs based on individual capabilities.

Under the expanded definition of entry services are such individual functions as: high school relations and visitations, educational and career information "brokering,"

community presentations, business and industry solicitations, and development and packaging of instructional offerings. In many cases, these guidance activities make use of interactive computers. Provision of computerized educational and career information has been a major focus in the State's community colleges, and is now a high priority in State administration of vocational-technical education.

A number of Maryland community colleges have developed nationally-recognized marketing strategies to serve entry needs. Properly conceived, a program of marketing strategies must be seen as a dynamic feedback loop, involving the elements of product, place, price, and promotion.

RETENTION SERVICES

In the past, higher education institutions--including some community colleges--have devoted a large part of their resources to the task of recruiting new students. Proportionately less attention historically has been devoted to the assignment of assuring that currently-enrolled students have the best possible opportunity to successfully navigate their chosen instructional program. Such a posture is not only a disservice to those who have chosen to enroll, but it is also counterproductive to the overall aims of the community college movement.

Community colleges strive to nurture student success, not to cause failure. Most students entering community colleges have the capability to succeed in some community college program. However, that program may not be their first choice. In developing retention strategies, community colleges attempt to match the needs and abilities of students with the nature and rigor of particular programs.

If community colleges in this State and elsewhere have communicated anything clearly to society, it is that there can be human dignity in all paths of life and areas of work. Everyone may not be able to be a brain surgeon, but all should receive training designed to prepare them to be the best they are capable of becoming. Many students have come to realize this and have also found that the current remuneration of many occupations previously thought to not be the work of the "college-educated" is on a par with or higher than that of the traditional college-trained occupations.

Retention services include the traditional student support services of testing, counseling, advisement, and tutoring--albeit with a different orientation and direction. In striving to encourage student success in an appropriate instructional program, the focus clearly must be on the individual and what it takes to engender success for that person.

PERSONAL AND SOCIAL DEVELOPMENT

Within the area of personal and social development is what is commonly thought of as the student activities program of an institution of higher education. Residential colleges--as contrasted with commuter institutions--traditionally have provided extensive programs and activities predominately for the full-time, college-age, undergraduate students living in college housing facilities.

No students live on community college campuses in this State, and few community college students fit the mold of the traditional, full-time, college-age undergraduate.

This does not mean that programs and activities should not be offered to these students. Rather, it means that programs and activities need to be customized to fit the needs and desires of the students enrolled.

Many Maryland community colleges have achieved a reputation for the development of innovative programs and activities for the new clientele as well as the traditional-age full-time student. A number of the institutions have surveyed part-time adult students to see what they want and need. Out of these needs asssessment studies, new programs have been established.

In whatever ways such activities may differ from college mixers, fraternities, and rock concerts in the four-year college sector, these community college activities form the same motivation to meet student personal development and living needs. Because students have elected to attend a Maryland community college rather than a four-year institution, they should not be denied the opportunity for a satisfying environment that the State would and does provide to other college and university students.

Other services in this category include student government, student organizations, health services, food dispensing (vending and/or "live" food service), and college bookstore operations. In each case, efforts have been made to structure these programs, activities, and services to the particular needs of the diverse community college student body.

EXIT SERVICES

No matter how rewarding community college programs and services are, their effectiveness must be judged in terms of the results students achieve personally and for society after they leave the institution. In contrast to many four-year colleges and universities, the student goal may not be graduation; and failure to receive a degree or other formal award from the institution should not be seen as an institutional failure. Many students--for job or personal reasons--may enroll to take one course or a short sequence of courses. Having achieved the goal that they themselves set, they leave the institution, sometimes to never return and sometimes to return many years later.

Dealing with a student body attuned to differing needs requires that community colleges (1) determine at time of student entry their individual goals; (2) provide services geared to these needs; (3) offer programs designed to meet these needs; and (4) assess after the fact whether indeed the students did achieve the goals they set for themselves. To achieve all of these objectives, each Maryland community college participates in a continuing series of student follow-up activities.

Students are asked at entry what motivates their attendance at the community college. It is not assumed automatically that students have a degree goal. The programs are offered, assistance is rendered, and whenever a student decides to leave the institution, he or she is asked (after a specified interval) to complete a questionnaire indicating what he is doing and how effectively the community college met his needs. Former students enrolled in occupational programs are also asked to allow the college to survey their employers to determine how well the community college programs met employer needs.

Aside from the impact of student exit services on the nature and quality of the instructional programs offered, exit services are available simply to provide the

impetus for student success. Such functions as graduation counseling, job counseling and placement, and alumni activities are meant to provide a transition between education and the world of work or further study.

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COMMUNITY COLLEGE INSTRUCTION: DEGREE AND CERTIFICATE PROGRAMS

Originally, the purpose of Maryland community colleges was to provide the first two years of a baccalaureate program. Over the years, however, the institutions have become more comprehensive in the scope of their offerings.

The Maryland Code identifies three major functions for community colleges: transfer programs, occupational programs, and continuing education. Occupational programs, however, were not widely available until about 1970. Currently, transfer and occupational programs, along with continuing education, represent readily-available major components of Maryland's comprehensive community colleges. Continuing education is addressed in a succeeding section of this chapter.

INSTRUCTIONAL PROGRAM DEFINITION

The State Board for Higher Education defines a program as "a series of courses and/or other supervised educational activities leading to a formal award." In educational parlance, a "formal award" means a degree or certificate awarded for program completion. Within this context, Maryland community colleges offer two types of programs--transfer and occupational.

Transfer Programs: Transfer programs are those curricula designed to prepare students for the continuation of their education in a baccalaureate-level institution. In Maryland these programs parallel the first two years of undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education areas.

Under statutory and regulatory provisions, articulation agreements with the Maryland public four-year colleges and universities have been developed to insure adequate preparation and to facilitate student transfer. Although not mandated, articulation programs also have been developed with independent colleges and universities, both in Maryland and elsewhere. About one-third of community college students transfer to four-year institutions.

Occupational Programs: Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirements at two levels:

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, public service, and agriculture;
- Artisan, trade and service levels within each of these fields.

Within the framework of occupational programs (technician and management), community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minimum of 15 credits of general education broadly distributed among the humanities, social sciences, natural sciences, and mathematics. This general education component in occupational programs is typically transferable. Certificate programs must include 12 or more credits that stress the technical or manipulative requirements of an occupation.

PROCEDURES FOR REVIEW OF INSTRUCTIONAL PROGRAMS

The review and evaluation of community college proposals for the implementation of new instructional programs have been conducted in accordance with procedures contained in the Instructional Program Manual published by the State Board for Community Colleges since 1974. The manual, currently in its fourth revision, has also been approved by the State Board for Higher Education and the Division of Vocational-Technical Education, Maryland State Department of Education.

The first step in program development is the listing of projected programs in this Plan. Letters of intent to submit program proposals are due in the offices of the State Board for Community Colleges annually by June 15. Following response and comment by the Board, community colleges determine whether to submit a full program proposal, copies of which must be submitted to the Board by November 1. Following action by the State Board for Community Colleges, programs that have been endorsed are submitted to the State Board for Higher Education for final consideration.

INSTRUCTIONAL PROGRAM EVALUATION

A comprehensive system for program evaluation has been implemented. The first step in the development of the evaluation process was the Maryland Community College Program Proposal Manual. The manual, initially developed in 1974, was revised and approved in 1979 by the State Board for Higher Education, the State Department of Education, and the State Board for Community Colleges. The manual contains the elements and information required for review and evaluation of program proposals. It also provides a common format for new program submission, permitting systematic and uniform collection and analysis of data. The elements were selected to mesh with annual reports collected routinely by federal and State agencies.

The second step in the evaluation process occurred when the Program Evaluation Manual was approved by the State Board for Community Colleges and the State Department of Education in 1975. The manual called for the development of a two-level program evaluation approach. The first level, to be employed by both State agencies and the colleges, uses data which are submitted by the colleges on a program-by-program basis during each academic year. The second level, involving an in-depth qualitative examination of programs identified by analysis of Level I information, is conducted by the institution itself. Following the local qualitative assessment, results of the study and college recommendations are transmitted to the State Board for Community Colleges.

To implement the first, or quantitative, level, the State Board for Community Colleges has developed a computer-assisted Program Data Monitoring (PDM) System. The system aggregates information relating to each individual community college program for a five-year period and displays it on one computer printout page. For each program, elements displayed include:

- College name;
- Program title, college title, and HEGIS program category;
- Program level--associate degree or certificate;
- Year program was implemented;
- Current status of program--active, inactive, deleted, or phasing out;
- USOE number;
- HEGIS program number;
- Historical enrollment and formal award data;
- Listing of similar programs in Maryland (with enrollments and awards by college);
- Discipline cost data, including the Higher Education Price Index;
- Job openings in the region and Statewide;
- Graduate follow-up information, including:

  a) Number of respondents at the college and Statewide;
  b) Percentage currently employed full-time in
     1) directly-related occupations,
     2) somewhat-related occupations,
     3) unrelated occupations,
  c) Percentage transferred to four-year colleges;
  d) Percentage who achieved self-reported educational objective;
  e) Percentage who were satisfied with instruction in the program.

Criteria for analyzing the enrollment, award, discipline cost, and follow-up data have been developed with the assistance of the Maryland Community College Program Development Council; Institutional Research Group; Association of Maryland Community and Junior College Business Officers; State Board for Higher Education; State Department of Education, Division of Vocational-Technical Education; and the State Advisory Council on Vocational-Technical Education. Each program not meeting the condition of any criterion is flagged.

The computer searches the data for each program and contrasts not only information about that program but also compares program data against other programs at that college and similar programs in other colleges. In each instance that a program fails to meet the tolerance level for a specific criterion, the computer prints the designation: "PDM quantitative criteria checks indicate: (followed by a listing of the specific criteria)."

TRENDS IN IMPLEMENTATION OF NEW INSTRUCTIONAL PROGRAMS

Academic programs in community colleges are of two types, transfer and occupational. Little change is expected of the transfer offerings in the community colleges during the 1980s. Because of the changes in the demography of Maryland, there may be fewer students enrolling in the transfer programs, but the transfer programs respond to the four-year colleges and will adapt as the four-year colleges change their freshman and sophomore requirements.

Changes in the 1980s in community college occupational programs will be stimulated primarily by supply and demand in the work force. Key growth areas for the current decade are in the service sector, including office occupations, business, and health. Office occupations with a great deal of potential are secretarial and clerical occupations. Program development can be expected to help persons upgrade their job skills and to prepare persons for changes in office technology, such as word processing and information processing networks. In the business field, considerable growth can be expected in merchandising and mid-level management. The allied health professions are likely to show continued growth, especially nursing. Although fewer persons are employed in the computer field than the previously mentioned occupations, considerable growth can be expected and programs that prepare persons for programming and systems design will be in demand. Further, many occupations will require computer literacy, and the computer and data processing curricula will play an important role in providing the service courses necessary for other occupations.

Community colleges presently offer associate in arts degrees and certificates. Statewide student follow-up studies have indicated that many persons attend the community college with educational aspirations that are less than the associate in arts degree. Responding to this, many community colleges have begun to increase their certificate offerings or to lower the number of credits required for a certificate. Such a trend could be expected to continue in the coming years.

Finally, community colleges will likely continue to attract adults who have completed four or more years of college in the liberal arts and who want to develop technical skills for immediate employment. According to the U. S. Occupational Outlook Handbook, the number of four-year college graduates has risen faster than the number of jobs that require a baccalaureate degree. In fact, the occupations with the greatest change in employment in the 1980s are clerical and service workers, both involving a community college preparation. Program development in the community colleges will be geared to that employment need.

CURRENT AND PROJECTED PROGRAMS

Increasing emphasis on occupational programs reflects changing values and attitudes among students as to the level of education required to qualify for desirable employment opportunities. As a result of this changing emphasis, Statewide enrollment in occupational programs increased from 29 percent of the total enrollment in 1969 to 44 percent in 1981. The number of occupational certificates awarded increased from 114 in the 1970-1971 academic year to 1,026 in the 1980-1981 academic year. Fifty-seven percent of the AA degrees given in 1980-1981 were in occupational programs.

Community colleges have projected 57 new programs for Fall 1983, 56 for Fall 1984, and 59 new programs for Fall 1985-Fall 1987. These projections were supplied by the colleges and represent only the first of three steps in programs proposed to the State Board for Community Colleges. The second step is a Letter of intent due in June; and the third step is a full proposal, due in November. During these three steps, many factors are weighed by the college and most projected programs are not implemented. For example, only eight new programs were approved for Fall 1982 while the 1981 State Plan projected 62. Each proposed program is evaluated on its merits according to the criteria in the Instructional Program Manual.

REGIONAL AND STATEWIDE PROGRAMS

The State Board for Community Colleges has designated certain instructional programs at Maryland community colleges as regional or Statewide programs. In addition to providing greater opportunity to additional Maryland citizens, the implementation of regional programs allows for more effective Statewide planning for the placement of new instructional programs, particularly in high-cost specialties. Since residents of one county can now enroll in designated programs in adjoining areas with little or no additional cost, there is less need to have all programs available locally. This procedure tends to reduce unnecessary duplication of effort.

In past years the amount of State funding for regional and Statewide programs has been reduced substantially during the budgetary process. Such action may be counterproductive as the programs eliminate the potential for additional cost.

The programs designated as regional (R) or Statewide (S) are:

Allegany Community College
- Dental Hygiene (S)
- Forest Technology (S)
- Respiratory Therapy (R)

Anne Arundel Community College
- EMT Paramedic (R)

Community College of Baltimore
- Dental Hygiene (S)
- International Trade (R)
- Physical Therapy Assistant (R)
- Respiratory Therapy Technology (R)

Catonsville Community College
- Air Transportation Management (R)
- Mortuary Science (S)

Cecil Community College
- Professional Photography (R)

Dundalk Community College
- Labor Studies (R)
- Retail Floristry (R)
- Stationary Engineering Technology (R)
- Water Systems Technology (R)
- Physical Fitness Technology (R)

Garrett Community College
- Veterinary Science Technology (S)
- Wildlife Management (S)

Harford Community College
- Electrodiagnostic Technology (R)

Howard Community College
- Biomedical Engineering Technology (R)
- Interpreter Education (R)
- Vision Care Technology (R)

Montgomery Community College
- Fire Science (R)

Wor-Wic Tech Community College
- Hotel-Motel Management (R)
- Nursing, Practical (R)
- Nursing, Registered (R)

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COMMUNITY COLLEGE INSTRUCTION: CONTINUING EDUCATION

In recent years continuing education, community services, and public service activities have emerged among the most vital components of Maryland's comprehensive community colleges. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities.

Many individuals participate in community service activities for general personal enrichment. Continuing education courses and community and public service activities are provided on campuses and in facilities located throughout the community college service areas. These offerings make the community college available to all citizens regardless of age, interest, or previous educational attainment.

The State provides support for certain continuing education courses in accordance with policies and procedures adopted by the Board. The State does not participate directly in the cost of community and public service activities.

CONTINUING EDUCATION DEFINITION

The State Board for Community Colleges defines continuing education as regularly scheduled community college courses offered not for academic credit but designed to meet the needs of part-time and returning students. Some continuing education courses are self-supporting and some are State-assisted. Certain community college continuing education courses carry "continuing education units," a nationally-recognized method for measuring and recording completion of courses that do not carry academic credit but do meet established criteria for evaluation of student learning. Other courses do not carry this designation.

SBCC PROCEDURES FOR CONTINUING EDUCATION COURSE APPROVAL

Community college continuing education courses are offered in accordance with written descriptions and objections, are open to the public, and involve direct faculty-

student instructional contact. Within this area, there are two major categories of instruction that comprise the continuing education curriculum: (1) courses for which State funding is requested; and (2) courses for which State funding is not requested.

The Board has developed procedures for the determination of eligibility for participation by the State of Maryland in individual continuing education courses. Each course for which State aid is requested must be submitted and reviewed individually for analysis of its goals and objectives, instructional methodology, course length, location, and target population (if applicable). The staff makes a prompt determination on each course based on Board policies and procedures and communicates the eligibility status immediately to the appropriate community college. Each college can appeal the staff decision to the Board.

In FY 1981, 5,894 continuing education courses were reviewed for eligibility. The enrollment for these courses totaled 117,009 registrants. Approval by the State Board staff continues for a period of not less than two fiscal years, unless the college has been notified otherwise in writing by the Board. Conditions may change, but new submission and evaluative criteria for State funding generally are not applied retroactively.

The State Board for Community Colleges maintains a file of all continuing education courses offered in Maryland community colleges that are not submitted for State assistance. There is no review of these courses. Colleges are required, however, to submit listings that include course titles, course hours, and enrollments for these offerings.

TRENDS IN CONTINUING EDUCATION SUBJECT AREAS

Instruction in continuing education encompasses an array of courses designed for the adult student. Unlike credit instruction which classifies subject matter by the HEGIS system, continuing education subject matter is classified through a 22-category Board subject taxonomy. The State Board Subject Classification is used by the Board to classify continuing education instruction in a format that enables the State to collect and record these enrollment data more efficiently. The classification system places greater emphasis on the vocational-technical area of study, provides for greater flexibility in relationship to the organization of continuing education instruction, and allows for categorization of subject matter not easily classified under the traditional content areas of the HEGIS taxonomy.

Much of the coursework developed in continuing education is learner-centered and involves a training, developmental, and self-enrichment focus. Between FY 1979 and FY 1982, community colleges developed the majority of continuing education courses in four major subject areas: business, education, health, and industrial arts. The business subject area, which relates to occupational upgrading in the areas of secretarial sciences, sales, office practices and procedures, real estate, financial accounting/administration, and insurance, encompasses 24 percent of all courses presented for State review. In business, most growth has been in courses developed for small businesses and entrepreneurships.

THE ROLE OF CONTINUING EDUCATION IN VOCATIONAL-TECHNICAL EDUCATION

Many community college continuing education courses contain important vocational-technical content. Whether a vocational course is offered as a credit or

continuing education course depends on a number of factors. Generally credit vocational courses are developed as part of a full curriculum in the subject area. Likewise, credit courses operate on a traditional academic schedule of two 15-week semesters.

Providing that continuing education courses meet the minimum contact hour requirements of the Board, these courses need not be structured over a regular academic semester nor are they required to start or end at a prescribed time. Rather, courses can be customized to meet emerging needs in a flexible and meaningful way. These factors have been of major importance in the development of continuing education offerings in the vocational-technical areas.

Another separate factor has been important historically in the design of continuing education vocational-technical courses. As part of their legacy in what were then principally liberal arts institutions, some community college faculties in the past could not see how certain "dirty hands" areas could be viewed as college-level work, worthy of the granting of academic credit. Such areas as diesel technology; heating, ventilation, and air conditioning; pollution abatement; and sanitary technologies are in this category. As community colleges have come to more clearly see the comprehensive needs they serve, some colleges have moved such courses into the credit area. However, many vocational-technical courses remain for one reason or another also in the continuing education area of the colleges.

COMMUNITY SERVICE DEFINITION

The State Board for Community Colleges defines community service as activities, other than formal courses, that are developed for the growth, education, development, or enrichment of Maryland citizens and groups. The State does not participate in the funding of community service activities; they are self-supporting or are funded by the political subdivisions or outside sources. Many community service activities are targeted upon special populations identified by federal, State, or local governments and generally are short-term in nature.

CONTINUING EDUCATION AS PART OF THE COLLEGE PUBLIC SERVICE MISSION

Colleges and universities, public and private, have viewed as one part of their mission the area of public service. In the traditional taxonomy, the three major functions of American higher education are: transmitting the cultural heritage, seeking new knowledge, and providing service to the public in a variety of ways.

As the only postsecondary institutions with "community" in their name and as institutions funded by State and local government, community colleges have taken a particular interest in meeting local, regional, and Statewide needs. Such needs include service to citizens, organized groups, government, business, and industry. Recent effort by community colleges has been directed toward maintaining and expanding the economic development of Maryland. A large portion of the activities aimed toward economic development has been sponsored by the continuing education divisions of the community colleges.

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COMMUNITY COLLEGE FACULTY AND STAFF

As indicated in their mission statement, Maryland community colleges are principally teaching institutions. There is only limited sponsored research, and the focus clearly is on the quality of lower division instruction offered to students.

In an environment in which teaching and learning are pivotal, one cannot discuss the quality of instruction without reference to the faculty and staff whose role is to facilitate the learning process.

Maryland does not provide for certification of higher education faculty. However, the Minimum Requirements for Degree Granting Two-Year Colleges do include general provisions in regard to faculty competence and assignment. Generally faculty are required to possess at least an earned master's degree when assigned to teach academic subjects. In addition, each faculty member is required to "have a well-documented record of successful performance as a practitioner in his or her field," and to provide "continuing evidence of keeping abreast of developments in his or her field." For faculty who teach specialized courses of a vocational or technical nature, the highest feasible educational attainments are "expected compatible with "teaching assignment, practical experience being given specialized consideration."

During FY 1982, a total of 9,153 individuals were employed by Maryland community colleges. Acting upon the recommendation of the presidents, boards of trustees of Maryland community colleges are authorized by the Maryland Code to "appoint faculty members and other employees necessary for the efficient administration of the community college."

Within the group of total employees, there are 5,390 faculty members at Maryland community colleges. The instructional staff is comprised of 1,734 full-time faculty and 3,656 part-time faculty. A breakdown of employees by category and race appears in Appendix B.

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FINANCING CURRENT OPERATIONS

SBCC OPERATING BUDGET FOR AGENCY AND COMMUNITY COLLEGE SYSTEM

The Board's projected operating budget is divided into four categories: State Aid to Community Colleges (including Regional and Statewide Programs, Aid to Garrett Community College for West Virginia residents enrolled under an interstate agreement, and FTE Student Based Aid), General Administration, the Optional Retirement program, and Federal Funds (Table 2). The General Administration budget represents less than one percent of the total allocation for the agency.

Table 2

STATE BOARD FOR COMMUNITY COLLEGES
PROJECTED AGENCY EXPENDITURES
(STATE AID LIMITED TO STATUTORY MAXIMUM)
FY 1983 THROUGH FY 1988
(In Thousands)

Fiscal Year	Regional and Statewide Programs	West Virginia Residents at Garrett	State Aid Based on FTE[1]	Total State Aid
1983	$ 75	$59	$60,855	$60,989
1984	150	59	62,680	62,889
1985	160	59	64,561	64,780
1986	170	59	66,497	66,726
1987	180	59	68,492	68,731
1988	190	59	70,547	70,796

Fiscal Year	General Administration[2]	Optional Retirement[3]	Federal Funds	TOTAL
1983	$377	$ 673	$100	$62,139
1984	415	808	100	64,212
1985	457	970	100	66,306
1986	502	1,164	100	68,492
1987	552	1,396	100	70,780
1988	608	1,675	100	73,179

FTE = Full-time equivalent

Basic Assumptions:

1 State Aid limited to statutory maximum aid rate with a 3 percent annual enrollment growth.
2 Ten percent inflation factor.
3 Twenty percent: 10 percent new members, 10 percent inflation factor.

CURRENT FUNDING FORMULAS

In accordance with statutory provisions, community college operating costs are financed by three major sources: the State, the local political subdivisions, and students through tuition and fees. Section 16-403 of the Education Article of the Maryland Code specifies the operation of the community college funding formulas.

Community college budget requests are developed by individual community college staff and are submitted by the college boards of trustees for consideration by the governing bodies of the sponsoring political subdivisions. The annual budget must be approved by the respective county/city government.

State Share: The fiscal commitment at the State level under current statute is primarily based on institutional enrollment and provides a maximum dollar aid rate per full-time equivalent (FTE) student. The State share is 50 percent of the current expenses of each community college but shall not exceed $878 per full-time equivalent student (covering 13 of the 17 community colleges). Also, these colleges receive a flat grant of $200,000 and $10 per part-time credit student enrolled at the institution. The State recognized that the higher costs at very small institutions and at regional community colleges required differences in the amount and proportion of State support. For small/regional institutions the State share is 55 percent of the current expenses but shall not exceed $1,619 per full-time equivalent student.

Graph 1 reflects the actual systemwide level of State funding for community college current operations from 1978 to the 1982 fiscal year.

FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
40%	38%	36%	35%	36%

Local Share: Current statute requires that the local political subdivision contribute a minimum of 28 percent (covering fourteen of the seventeen community colleges) and 32 percent of the other three institutions (Cecil, Chesapeake, and Garrett). Table 3 shows the dollar amount and percentage of local support for each community college. Graph 1 also reflects the actual systemwide level of local support for current operations from 1978 to the 1982 fiscal year.

FY 1978	FY 1979	FY 1980	FY 1981	FY 1982
30%	32%	34%	35%	34%

Student Share: Current statute requires that student support be set at certain minimum levels of funding. A 22 percent rate was established for thirteen of the seventeen community colleges. Minimum student support through tuition and fees is 13 percent of current expenses at Cecil, Garrett, and Chesapeake. Student support at Wor-Wic Tech must be at a minimum level of 17 percent.

During the period FY 1978 through FY 1982, systemwide student revenue has been maintained at a 28 percent funding level.

Dramatic demographic changes lie ahead in the 1980s: and it is unclear what policy decisions will be necessary to maintain community colleges and their occupational and transfer programs. Between 1982 and 1986, the number of high school graduates is expected to drop 15 percent in Maryland. After a two-year plateau, the number of high school graduates will drop even more steeply.

The level of State support is based on an enrollment-driven formula. It is reasonable to assume that the State must continue to increase the present State aid rate structure in order to keep up with rising costs and to at least maintain the current proportion of State support.

Graph I

CURRENT GENERAL UNRESTRICTED REVENUES
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS 1978 - 1982

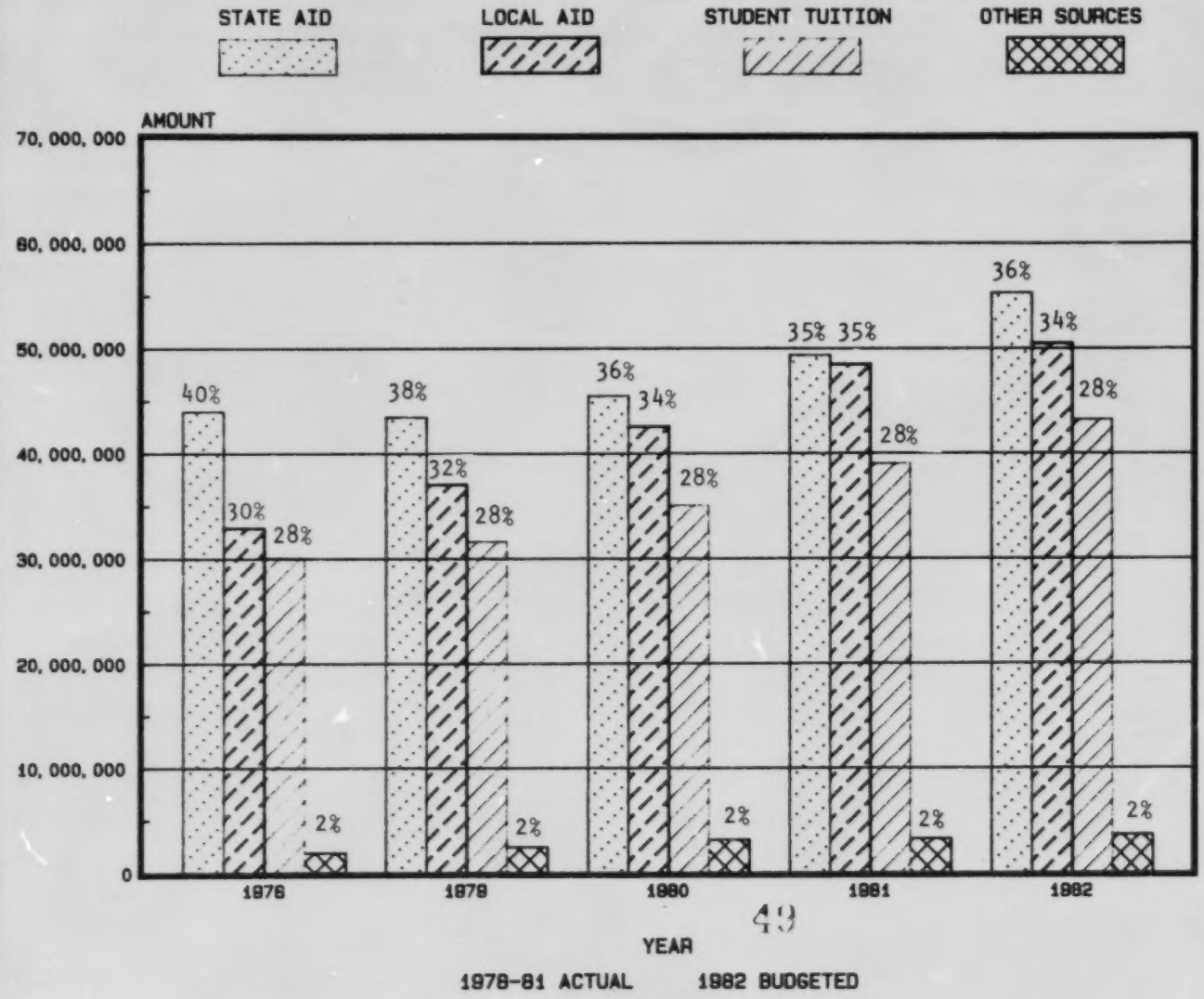

Table 3

CURRENT GENERAL UNRESTRICTED REVENUE BY SOURCE
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1981

College	Student Tuition and Fees Amount	%	State Aid Amount	%	Local Aid Amount	%	Other Revenue Amount	%	TOTAL
Allegany	$ 1,197,919	31	$ 1,374,614	35	$ 1,192,290	31	$ 126,949	3	$ 3,891,772
Anne Arundel	2,536,172	24	3,975,589	37	4,151,940	39	-	-	10,663,701
Baltimore	3,698,936	28	5,079,000	39	4,345,285	33	37,471	-	13,085,750
Catonsville	4,036,749	26	5,547,150	36	5,362,169	35	380,861	2	15,326,929
Cecil	398,479	18	1,076,302	49	640,000	29	61,848	3	2,176,629
Charles	1,192,214	21	2,266,363	41	1,599,771	29	505,925	9	5,564,273
Chesapeake	394,551	14	1,411,706	51	834,096	30	118,160	4	2,758,513
Dundalk	680,231	13	1,584,825	31	2,789,482	54	102,781	2	5,157,319
Essex	3,233,226	26	4,449,402	35	4,742,557	38	138,331	1	12,568,516
Frederick	840,030	27	1,008,607	33	1,145,252	37	77,586	3	3,071,475
Garrett	305,713	17	910,211	50	601,915	33	16,206	1	1,834,045
Hagerstown	1,109,833	30	1,335,423	36	1,137,400	31	83,320	2	3,665,976
Harford	1,644,244	26	2,328,357	36	2,299,527	36	152,042	2	6,424,170
Howard	1,235,411	28	1,454,897	33	1,627,875	37	99,565	2	4,417,748
Montgomery	10,608,433	35	8,039,946	26	11,160,048	37	744,851	2	30,553,278
Prince George's	5,708,711	32	7,032,292	39	4,587,852	26	516,260	3	17,845,115
Wor-Wic Tech	280,775	24	604,608	51	254,996	22	38,481	3	1,178,860
TOTAL	$39,106,627		$49,479,292		$48,472,455		$ 3,125,695		$140,184,069
SYSTEMWIDE AVERAGE		28%		35%		35%		2%	

SOURCE: SBCC-CC-4

However, the volatile nature of the general economy and the uncertainty which surrounds enrollment patterns and convergence of unknown factors, such as inflation, energy, and changing technology demands, makes any forecast of resources, especially a systemwide projection of resources and enrollments, questionable.

COMPUTER BASED COLLEGE PLANNING MODEL

The objective of the computer based college planning model (EFPM) project is to predict overall conditions systemwide and at each college, but not to make precise projections. The model is relatively simple incorporating the basic variables that effect the college budget.

The EFPM was developed by EDUCOM at Princeton, New Jersey and is currently in use as a management tool at the State Board for Community Colleges and each community college. The data base and initial planning assumptions were entered into the system for each college by the Board. Workshops were held in Annapolis with teams from each college, including presidents, occupational, academic and business deans, and other administrators. The teams worked with computer terminals, changing the assumptions and exploring the effects of various courses of action. This model can be used to assist management in decisions, such as programs offered, class size, and tuition.

The Board will continue to gather and analyze vital demographic and financial data for the seventeen community colleges. The information will assist the Board in the administration of the State Aid program.

COMMUNITY COLLEGE AUDITS

The Maryland General Assembly, in 1978, enacted legislation providing that the State Board for Community Colleges establish guidelines within which community college audits must be conducted. The Board established comprehensive guidelines published in the Maryland Register on May 4, 1979 which went into effect with the conduct of community college audits for FY 1979.

The selection and payment of the independent certified public accountant who conducts the audit is the responsibility of each community college. Annually the audit firm releases three reports to the State Board:

Formal Financial Audit Report: The objective of the ordinary examination of financial statements by the independent auditor is the expression of an opinion on the fairness of the financial statements with which they present financial position, results of operations, and changes in financial position in conformity with generally accepted accounting principals. The audit is conducted in accordance with the American Institute of Certified Public Accountants Industry Audit Guide entitled "Audits of Colleges and Universities".

Management Letter: The management letter is prepared in accordance with the statements on Auditing Standards of the American Institute of Certified Public Accountants. The primary objective of this report is to improve the financial and accounting operations at the community college. The audit recommendations assist management, who is responsible for establishing and maintaining a system of internal

accounting control. The State Board prepares an annual report of the auditors' recommendations contained in the management letters relating to the college audits, the community college responses, and the State Board for Community Colleges actions. The current statute, Article 16, Section 407(b) requires that the State Board for Community Colleges forward this report to the Legislative Auditor. The report is also forwarded to the Governor, the Comptroller, the Treasurer, the Secretary of Budget and Fiscal Planning, and the Commissioner of Higher Education.

The State Board for Community Colleges concludes that community colleges have improved their fiscal and accounting operations as a result of this process. The Board further believes that issuance of this public report increases the level of accountability for the public dollars expended by the community colleges.

Annual Financial Report: This is a special purpose report needed by the State Board for Community Colleges to fulfill its responsibilities in administering State Aid to Community Colleges. Also, this report is designed to provide essential information needed to answer questions about the enrollment and the financing of current operations in Maryland community colleges. The Annual Financial Report is the source of information used to prepare the annual publication, Maryland Community Colleges Selected Financial and Enrollment Data.

DISCIPLINE COST ANALYSIS SYSTEM

The community college Discipline Cost Analysis System is an important management tool. The system was developed jointly by the State Board for Community Colleges and the individual community colleges to serve a variety of needs. A uniform Discipline Cost Analysis System is considered important for internal management purposes as well as a means of fulfilling the requirements of the State Board for Community Colleges Program Data Monitoring System.

The discipline cost data provide the community colleges with important information that aids their planning and budgeting processes. The data also provide the Board and the community colleges with a financial basis for evaluating programs.

Discipline cost data can be used to arrive at an approximation of the cost of a curriculum, but are not program cost data. No attempt is made to trace students through the myriad of courses which make up their program; and, therefore, the discipline costs in Maryland community colleges should not be compared to program costs at other institutions.

Uses of the data by the community colleges are:

- To facilitate the decision-making process related to efficient/inefficient class size;
- To aid in long-range planning for curriculum development;
- To estimate the cost of each curriculum for a single student taking the entire program;
- To provide a basis for resource allocation among disciplines, departments, divisions, courses, etc.;

- To help in the process of budget preparation, review, and evaluation;
- To provide a basis for funding requests;
- To aid departments, divisions, clusters, etc. by providing financial and enrollment data needed for review and evaluation;
- To provide comparable information which can be used in making judgments between alternative courses of action;
- To focus attention on competition for resources and thus force careful review of relative effectiveness;
- To prepare for possible reduction planning by providing a data base for alternative strategies.

Uses of Discipline Cost Analysis data by the State Board for Community Colleges are:

- To provide the community colleges with the kind of financial information that can aid in the solution of problems relating to the allocation of human and financial resources;
- To provide the community colleges with systemwide data on the cost per full-time equivalent student by HEGIS discipline;
- To report systemwide trends in full-time equivalent student enrollment and the cost per full-time equivalent student;
- To provide each community college with trend reports showing full-time student enrollment and the cost per full-time equivalent student over a period of years;
- To aid in the process of evaluating academic programs;
- To provide each community college with the cost per student credit hour (by discipline) in terms of dollars adjusted for changes in the Higher Education Price Index;
- To provide each community college with discipline cost data related to other community colleges of similar size.

PROJECTED NET OPERATING COSTS

Table 4 shows the actual systemwide cost per full-time equivalent student for FY 1974 through FY 1981, the budgeted cost per FTE for FY 1982, and the projected systemwide cost per full-time equivalent student for FY 1983 through FY 1988.

Table 4

ACTUAL AND PROJECTED COST
PER FULL-TIME EQUIVALENT STUDENT
MARYLAND COMMUNITY COLLEGES
FY 1974 THROUGH FY 1988

Fiscal Year	Net Cost Per FTE Student
1974	$1,648 [1]
1975	1,711 [1]
1976	1,665 [1]
1977	1,802 [1]
1978	1,903 [1]
1979	2,103 [1]
1980	2,195 [1]
1981	2,353 [1]
1982	2,490 [2]
1983	2,686 [3]
1984	2,821 [3]
1985	2,964 [3]
1986	3,112 [3]
1987	3,270 [3]
1988	3,435 [3]

FTE = Full-time equivalent

1 Actual
2 Budgeted
3 Projected

Assumptions:
Utilities--12 percent annual increase
Salaries and operating costs--8 percent annual increase
Enrollment--3 percent growth

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PHYSICAL FACILITIES (CAPITAL CONSTRUCTION)

Formulating educational requirements and initiating planning for new facilities are responsibilities of the community college boards of trustees based upon policies established by the State Board for Community Colleges. The State Board for Community Colleges, by authority of Maryland law and pursuant to the State Guidelines

for Community College Facilities Planning, has the authority to review all plans for new facilities. The Board solicits the comments of the State Board for Higher Education, the Department of State Planning, and the Department of General Services.

After project proposals are reviewed by the Board staff, recommendations on the advisability of capital projects are made to the Board of Public Works, which has the final authority for all State funded capital projects. The State Board for Community Colleges is also charged with the responsibility to develop detailed physical facilities requirements and projections of capital funds necessary to finance them.

PRESENT AND PROJECTED FACILITIES REQUIREMENTS

Table 5 includes an inventory of present and projected net assignable square feet for Maryland community colleges through FY 1987. Projected facilities requirements are based upon revised facilities and space guidelines adopted by the Board of Public Works in November 1974. Facilities requirements also reflect projected full-time day equivalent FTDE enrollments at each institution through FY 1987.

PROJECTED CAMPUSES

To avoid excessively large student populations on a single campus and at the same time insure greater geographic accessibility, it may be necessary to construct additional campuses. Map I indicates present colleges, branch campuses, and a planned campus. On the basis of projected space requirements, the State Board for Community Colleges has approved the establishment of one additional campus in Prince George's County in the Clinton area. Prince George's Community College is currently reassessing its plans for this campus and will not initiate further development during this fiscal year.

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

POLITICAL SUBDIVISIONS WITHOUT A COMMUNITY COLLEGE

In Fall 1981, 23 of the 24 political subdivisions in Maryland were served by a community college. Over 99.5 percent of the State's population lives in these counties and Baltimore City. Map I indicates that four counties do not have their own community college: Carroll, Calvert, St. Mary's, and Somerset. Carroll County is served by a branch campus of Catonsville Community College. Charles County Community College opened a branch campus in St. Mary's County in Fall 1978 and in Calvert County in Fall 1980. Somerset County remains the only political subdivision of the State in which community college services are not available locally.

National guidelines for the establishment of new community colleges vary in their estimate of the full-time equivalent enrollment necessary to insure the viability of an institution. Based on Maryland's experience over the past twenty-five years, the

Table 5

INVENTORY OF EXISTING AND PROJECTED NET ASSIGNABLE SQUARE FEET
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1982

College	Existing NASF FY 1982	Total FTDE FY 1982	NASF/FTDE FY 1982	On SBCC Priority List	Projected NASF In FY 1987	Projected Total FTDE FY 1987	NASF/FTDE FY 1987
Allegany	209,554	940	222.93	-	209,554	974	215.15
Anne Arundel	199,769	2,892	69.08	36,053	235,822	2,985	79.00
Baltimore	325,770	3,179	102.48	-	325,770	3,161	103.66
Catonsville	279,635	2,949	94.82	23,141	302,776	2,963	102.18
Cecil	43,669	355	123.01	-	43,669	355	123.01
Charles	107,041	996	107.47	21,935	128,976	1,070	120.54
Chesapeake	101,005	647	156.11	-	101,005	682	148.10
Dundalk	114,453	523	218.84	-	114,453	520	220.10
Essex	290,843	3,435	84.67	32,500	323,343	3,455	93.59
Frederick	74,443	1,119	66.52	15,800	90,243	1,220	73.97
Garrett	57,164	288	198.49	5,849	63,013	301	209.34
Hagerstown	117,005	956	122.39	-	117,005	971	120.50
Harford	147,686	1,575	93.77	23,126	170,812	1,632	104.66
Howard	121,497	1,090	111.46	-	121,497	1,164	104.38
Montgomery	678,872	8,033	84.51	11,474	690,346	8,281	83.36
Prince George's	302,002	5,610	53.83	53,591	355,593	5,781	61.51
Wor-Wic Tech	-	265	-	-	-	285	-
TOTAL	3,170,408	34,852	90.97	233,469	3,393,877	35,800	94.80

FTDE = Full-time day equivalent
NASF = Net assignable square feet

Map 1

MARYLAND COMMUNITY COLLEGES

community college facilities guidelines state that a projected full-time equivalent enrollment of 700 within five years be recognized as the minimum enrollment guideline for the establishment of a new community college. Local political subdivisions must initiate and forward to the State Board for Community Colleges any request for the introduction of new community colleges or new campuses of existing institutions.

ALTERNATIVES TO ESTABLISHING PERMANENT FACILITIES

The first alternative to the establishment of a permanent campus in a county without a college is to operate a community college using existing facilities. This has been accomplished at Wor-Wic Tech Community College serving Worcester and Wicomico Counties. Another alternative is not to operate a separate community college but to contract with nearby community colleges to establish a branch in the county, such as Carroll County has done with Catonsville Community College and St. Mary's and Calvert Counties have done with Charles County Community College.

Use of a branch campus can provide a trial period to test local desire for the establishment of a college. At the end of the trial period, the county can decide whether to (1) discontinue the experiment if the response indicates that community college instruction is unwanted, (2) continue the use of a branch campus indefinitely (or for an additional trial period), or (3) plan for the establishment of a local community college.

STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projects which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State Aid based upon the level of State support for the local public school system. Regional community colleges are eligible for up to 75 percent in State Aid.

Prior to July 1, 1975, the capital construction bonds for Maryland community colleges limited State Aid to 50 percent of $6,000 per full-time day equivalent student. In those instances where the public school formula was used, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time equivalent student using the following formula:

> $6,000 multiplied by the projected full-time equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date of this Act . . . the result of this calculation to be multiplied by 1.33 (the factor of $8,000 divided by $6,000).

State participation includes its share of eligible cost of site acquisition and development, architect-engineer fees, construction costs, furniture, and equipment.

STATE PARTICIPATION IN COMMUNITY COLLEGE CAPITAL COSTS

During the period FY 1961-FY 1982, the Maryland General Assembly authorized $113,000,000 in State capital construction bonds for community colleges for expenditure. Table 6 indicates that $106,310,067 of the $113,000,000 was allocated to the

individual institutions by the Board of Public Works. Of this total, $97,267,862 was actually expended through January 1, 1982. The difference of $9,042,205 represents construction in process or completed and not closed out.

Column 3 of Table 6 also summarizes the projected allocation requests by institutions for the period FY 1982-FY 1988. As illustrated, the projected allocations for this period total $25,129,134 of which $4,446,888 is available from bonds previously authorized. Thus, the projected net State bond requirement for the period FY 1982-FY 1988 is $20,682,246.

The projected construction of facilities for individual community colleges and the capital costs for each are included in Chapter VI. These projections are based upon FY 1981 dollars and will be updated annually. Table 7 summarizes the projected State bond requirements for the period FY 1982-FY 1988.

Table 6

PREVIOUS AND PROJECTED STATE CAPITAL CONSTRUCTION EXPENDITURES [1]
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1982

College	State Bond Authorizations FY 1961-FY 1982		Projected Requirements FY 1982-FY 1988
	Allocated	Expended	
Allegany	$ 3,752,479	$ 3,592,882	$ -
Anne Arundel	8,027,630	7,808,564	2,581,544
Baltimore City:			
Liberty	3,381,695	2,799,788	5,412,336
Harbor	7,245,171	7,025,665	-
Baltimore County:			
Catonsville	9,037,773	8,915,981	2,928,523
Dundalk	4,631,532	4,384,498	20,000
Essex	11,963,871	10,709,467	295,000
Cecil	1,720,014	1,727,104	2,708,114
Charles	6,189,275	4,302,115	402,000
Chesapeake	5,083,228	4,778,967	73,125
Frederick	2,393,094	2,195,285	1,811,759
Garrett	1,487,064	839,985	-
Hagerstown	2,435,870	2,383,618	195,372
Harford	5,317,846	5,088,565	963,399
Howard	4,461,505	4,298,932	-
Montgomery:			
Rockville	8,803,008	8,763,445	2,060,650
Takoma Park	5,250,000	5,064,202	535,000
Germantown	5,450,529	3,474,079	-
Prince George's:			
Largo	8,993,483	8,429,720	5,142,312
Clinton	685,000	685,000	-
Wor-Wic Tech	-	-	-
TOTAL	$106,310,067	$ 97,267,862	$ 25,129,134

[1] These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

Table 7

PROJECTED BOND REQUIREMENTS
MARYLAND COMMUNITY COLLEGES
FY 1982-FY 1988

FY 1982-FY 1988	$ 25,129,134
Less available Bond funds on hand	4,446,888
NET BOND REQUIREMENTS	$ 20,682,246

CONSTRUCTION PRIORITIES

The construction priority list (Table 8) was approved by the State Board for Community Colleges July 28, 1981. The FY 1983 construction priority list will be approved in July 1982 by the Board.

Table 8

COMMUNITY COLLEGE CAPITAL PROJECTS ELIGIBLE FOR STATE ASSISTANCE
UNDER BOARD OF PUBLIC WORKS APPROVED GUIDELINES
FY 1982

Priority	College	Project	Estimated State Share
1	Charles	Assembly Laboratory Building Construction	$ 1,675,831
2	Anne Arundel	Modifications for Handicapped Design and Construction	52,060
3	Catonsville	Modifications for Handicapped Design and Construction	38,523
4	Frederick	Modifications for Handicapped Construction	43,028
5	Harford	Modifications for Handicapped Design and Construction	25,911
6	Frederick	Energy Conservation Modifications Design and Construction	158,759
7	Hagerstown	Energy Conservation Modifications Design and Construction	130,870
8	Anne Arundel	Physical Plant Addition Construction Furniture and Equipment	243,422

Priority	College	Project	Estimated State Share
9	Essex	Astronomy Laboratory Alterations Design and Construction	$ 60,000
10	Essex	Library Alterations Design	5,000
11	Baltimore: Liberty	Fine Arts Wing Alterations Design	27,030
12	Cecil	Physical Education Space Alterations Design and Construction	16,181
13	Essex	Parking Lot/Site Development Construction	312,000
14	Baltimore: Liberty	Parking Deck Design	14,000
15	Baltimore: Liberty	Site Development Design and Construction	199,500
16	Montgomery: Takoma Park	Energy Conservation Modifications Design	31,000
17	Anne Arundel	Library Building Alterations Design	24,250
18	Essex	Administration Alterations Design	10,000
19	Garrett	Learning Center Addition Construction	526,511
20	Prince George's	Learning Resource Center Construction Furniture and Equipment	2,500,000
21	Catonsville	Site Development Design and Construction	150,000
22	Cecil	Site Improvements and Drainage Design and Construction	22,744
23	Frederick	Site Development and Drainage Design	7,600
24	Hagerstown	Science Lecture Hall Alterations Design and Construction	29,602

Priority	College	Project	Estimated State Share
25	Harford	Fine Arts Building Alterations Design	$ 24,069
	TOTAL		$ 6,397,891
		o o o	
26	Dundalk	Modifications for Handicapped Design and Construction	$ 20,000
27	Prince George's	Modifications for Handicapped Design	30,000
28	Anne Arundel	Student Center Addition Construction Furniture and Equipment	1,028,762
29	Essex	Library Alterations Construction	80,000
30	Baltimore	Fine Arts Wing Alterations Construction	380,975
31	Frederick	Site Improvements and Drainage Construction	135,400
32	Harford	Fine Arts Building Alterations Construction	386,016
33	Baltimore: Harbor	Mechanical and HVAC Modifications Design and Construction	213,500
	TOTAL		$ 2,274,653

NOTE: Projects 26 through 33 are eligible for FY 1982 Priority List but sufficient funds are not available.

IV. SYSTEMWIDE GOALS AND OBJECTIVES

CHAPTER ABSTRACT

The goals of an organization are aims that an organization strives to obtain. Objectives indicate specifically how the organization intends to reach the goals. This chapter provides the goals and objectives of both the State Board for Community Colleges and the community colleges themselves. Also shown are the implementation strategies and progress to date.

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GOALS OF THE STATE BOARD FOR COMMUNITY COLLEGES

GOAL I - TO PROVIDE PLANNING, COORDINATION, SERVICE AND LEADERSHIP IN MAINTAINING A QUALITY COMMUNITY COLLEGE SYSTEM

Objective I.I

Continue to analyze fiscal needs of Maryland's community colleges.

Implementation Strategy

The staff will work with the community college presidents in studying issues regarding community college funding.

Progress

- During the 1980 legislative interim, the Board conducted a comprehensive study of community college finance. Upon recommendation of the Task Force to Study State-Local Fiscal Relationships, the 1981 General Assembly established a new mechanism for distribution of State Aid to Community Colleges.
- During the 1982 legislative session, the General Assembly enacted legislation proposed by the Governor to make 1981 changes permanent.
- During FY 1982, the State Board for Community Colleges established and implemented a computer-assisted model for enrollment and financial forecasting by community colleges.
- During FY 1982, a study was begun that will be completed in FY 1983 to review the need for any changes in the State formulas for community college funding.

Objective 1.2

Continue to consult with local community college trustees, presidents, and individual staff members.

Implementation Strategy

The Board and staff will develop linkages and provide assistance to counterparts at the local level.

Progress

- The twelfth annual Community College Joint Board Meeting developed and sponsored by the Board was held on January 8, 1982. These meetings have become an important forum for exchange of views between the State Board and the local trustees.

- The Board conducted the second annual orientation session for new trustees on July 28, 1981.

- The State Board for Community Colleges Bulletin continues to be a source of Statewide information for trustees, college staff, and the general public.

- Members of the Board staff continued to work closely with their campus counterparts in the following groups: Community College Presidents, Academic Deans, Occupational Deans, Deans of Students, Deans and Directors of Continuing Education, Business Officers, Personnel Officers, Institutional Researchers, Data Processing Managers, Facilities Planners, and Public Information Directors.

Objective 1.3

Be a source of leadership in the development and use of computer-assisted, data-driven models for college decision making.

Implementation Strategy

Use the Board's management, accountability, and planning systems to assist in community college and State-level decision making.

Progress

- Based on use of the Program Data Monitoring System, the Board and the colleges completed the fourth full cycle of program evaluations in FY 1982.

- A total of 5,894 courses were approved for State funding through the Continuing Education Course Review System.

- Using a revised manual, the third cycle of Discipline Cost Analyses was completed and published in FY 1982.

- In accordance with statutory provisions, the second complete cycle was undertaken reviewing community college auditors' management letters, in accordance with Board Audit Guidelines.

- The EDUCOM Financial Planning Model was developed and used for the first time in Maryland during FY 1982. Workshops were held to acquaint staff from all community colleges with the model and to assist them in local campus use.

Objective 1.4

Provide information on the educational and career outcomes of Maryland community college students.

Implementation Strategy

Continue to support computerized information systems to conduct student follow-up studies and publish results of analyses.

Progress

- The State Board for Community Colleges participates in a variety of data collection efforts with the State Board for Higher Education. These efforts include the:

  - Student Enrollment Information System
  - Degree Data System
  - Employee Data System

- The Board continues to sponsor on a continuing basis:

  - Follow-up of entering students
  - Follow-up of graduates
  - Survey of employees of graduates

  The resulting information is used in the Program Data Monitoring System and in constructing the Student Goal Achievement Index.

- The Board completed a study during FY 1982 of the characteristics of continuing education students. This study updates findings of a study published in 1980.

- During FY 1982, the Board published a:

  - Monthly Bulletin with inserts on special topics
  - Student Follow-Up Study

- Selected Financial and Enrollment Data
- Program Evaluation Report
- Analysis of Auditors' Management Letters

- A Continuing Education Data Tape System was developed and pilot tested during FY 1982. It will be in full use in FY 1983.

GOAL 2 - TO EFFICIENTLY AND EFFECTIVELY ADMINISTER THE STATE'S OPERATING AND CAPITAL FUNDS FOR COMMUNITY COLLEGES

Objective 2.1

To administer funds efficiently.

Implementation Strategy

Develop and maintain policies, procedures, and systems to allocate funds and assure accountability in a timely and cost-effective manner.

Progress

- During FY 1982, the Board administered and distributed State aid in excess of $57 million. This aid was provided and the agency maintained at a total cost of approximately 6/10ths of one cent on a dollar. From FY 1978 to FY 1982, the cost has ranged from 6/10ths of a cent to 7/10ths of a cent per dollar of community college aid.

Objective 2.2

To avoid staff proliferation by absorbing new responsibilities with existing personnel.

Implementation Strategy

The Board will continue to stress the value of a small staff.

Progress

- Agency personnel in FY 1982 were comprised of seven professional and five support staff. The number of personnel has not changed since FY 1973, when one additional professional staff member was added.

- The Executive Director is evaluated annually by the Board. The Executive Director evaluates the professional staff and provides written assessments to the Board. Support staff are evaluated in accordance with Department of Personnel procedures for classified employees. The evaluation processes have contributed to the effective operation of a small staff.

Objective 2.3

To systematically develop, refine, and use computer-assisted technology as an alternative to increased staff size.

Implementation Strategy

The Board will continue its efforts to make greater use of automated processing.

Progress

- During FY 1980 and FY 1981, the State Board for Community Colleges achieved the highest percentage reductions of forms under the State's Forms Management System. The Board had a 10.1 percent reduction in forms during FY 1981 (compared to an overall State government figure of .46 percent). Agency reductions were even more substantial in FY 1979 and FY 1980.

- Reduction in forms has been accomplished through increased use of the computer. Student and employee data are now collected from the community colleges on data tape. Both administration of State aid and review of continuing education courses are now computerized, as are the discipline cost analysis and program data monitoring.

- The systems currently in use are shown in Appendix C.

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GOALS OF THE COMMUNITY COLLEGE SYSTEM

GOAL I - TO PROVIDE HIGH QUALITY CAREER PROGRAMS, COURSES, AND STUDENT SERVICES

Objective 1.1

Increase access to high quality occupational programs in response to local, regional, and State manpower requirements.

Implementation Strategy

Information about enrollment and graduations in occupational programs, collected annually on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed on a college and Statewide basis is monitored by the State Board for Community Colleges. This information is supplemented by data from the community colleges Program Evaluation System, Discipline Cost Analysis, Student Follow-Up Studies, and other State Board for Community Colleges Management Information Systems.

Progress

- A Statewide follow-up study of students who graduated in 1980 found:
  - Seventy-six percent of all the graduates were employed, 53 percent full-time and 23 percent part-time. Nine percent reported they were unemployed and the remainder had transferred to a four-year college, had full-time home responsibilities, or were in the military.
  - Forty-seven percent of those employed full-time were working in the same county as their community college and 80 percent were employed in Maryland.
  - Eighty-one percent of those employed full-time were in jobs that were related to their community college training.
- Statewide follow-up study of the employers of the graduates found:
  - Ninety-six percent of the employers rated the community college preparation of these graduates as adequate or more than adequate on performance of job skills; familiarity with equipment; ability to learn new techniques; ability to communicate; and ability to work well with others.
  - Sixty-eight percent of the employers felt that the community college-trained employees were better prepared than employees who had not received community college training.
  - Ninety-seven percent reported they would employ other graduates of the community college program.

  The results from this study were analyzed and printed for each community college and Statewide. All follow-up data are stored and analyzed on the computer. Similar studies were conducted on students who graduated from a community college in 1978.
- From 1971 to 1981, occupational program enrollment increased from 11,865 students (25 percent of the total enrollment) to 42,011 students (44 percent of the total community college enrollment).
- In Fall 1981, there were 120 disciplines taught in Maryland community colleges. Of these, 113 were in the career area and seven were in the transfer area. Community colleges offer 570 programs, 98 transfer and 472 occupational.
- Certificates awarded in community colleges have increased from 93 in 1973 to 1,026 in 1981. There were 3,598 AA degrees awarded in occupational programs during FY 1981.
- A variety of specific local community college plans have been implemented to increase occupational program quality. Examples include:

enrollment of apprentices in special sections of electronic technical programs, use of facilities of private schools for technical courses, Saturday classes for the convenience of students who are employed, and awarding of credit for appropriate military training in certain occupational programs.

- The Board staff annually reviews all instructional programs. Since development of the system, 182 programs have been evaluated by the community colleges following staff identification and in accordance with the Program Evaluation System.

Objective 1.2

Improve the quality of orientation, advisement, counseling, career development, and placement of occupational students.

Implementation Strategy

The State Board for Community Colleges and the community colleges should continue to review practices in these areas, with the emphasis on making specific services more relevant to the needs of the necessary proportion of occupationally-oriented students.

Progress

- In FY 1982, all community colleges conducted orientation sessions for new students. Occupational deans and directors have been involved in these activities.

- During FY 1982, seven community colleges participated in the Career Information System developed and administered by Essex Community College. This computer-assisted system improves the quality of advisement, counseling, career exploration, and occupational choice.

- During FY 1982, the Division of Vocational-Technical Education of the Maryland State Department of Education, in coordination with the State Occupational Information Council, designated the Career and Occupational Information Network (COIN) as the State system for student use. The COIN system has the potential to assist students in making educational and career decisions. All community colleges received the COIN information on microfiche in FY 1982.

GOAL 2 - TO PROVIDE HIGH QUALITY TRANSFER PROGRAMS, COURSES AND STUDENT SERVICES

Objective 2.1

Continue to provide access to baccalaureate institutions by offering high quality transfer programs.

Implementation Strategy

The State Board for Community Colleges and the community colleges shall use student follow-up data and other indicators of the use, effectiveness, and value of community college degree and certificate programs.

Progress

A Statewide follow-up study was conducted in Spring of 1981 of all students who graduated from a community college in 1980. The study found:

- Eighty-six percent had achieved their educational goal while at the community college.
- Seventy-eight percent of the students whose goal was to transfer had transferred to a four-year college or university.
- Sixty percent earned a grade point average at the transfer institution of 3.0 or above.
- Forty-six percent lost no credits in transferring, and 75 percent lost fewer than six credit hours.
- Ninety-two percent were satisfied with their preparation for transfer work.
- All seventeen community colleges offer a variety of developmental programs and services that provide quality assistance to students. These services include learning resource centers, courses in oral and written communications, special study skills workshops, and math refresher courses.

Objective 2.2

Guarantee admission with full junior standing to a public baccalaureate institution to community college graduates of articulated transfer programs.

Implementation Strategy

The State Board will encourage the formulation of Statewide policy and institutional initiatives that support this objective.

Progress

- The State Board for Higher Education approved the following policy on November 1, 1979.

> Students from Maryland community colleges who were admissible to the four-year institution as high school seniors and who have attained an overall 2.0 average in college and university parallel courses shall be eligible for transfer at any time, regardless of the number of credits. Those students

who have been awarded the Associate in Arts degree or who have successfully completed 56 hours of credit with an overall 2.0 average, in either case in college and university parallel courses, shall not be denied transfer to an institution. If the number of students desiring admission exceeds the number that can be accommodated in a particular professional or specialized program or certain circumstances exist which require a limitation being placed on the size of an upper division program or on the total enrollment, admission will be on criteria developed and published by the receiving institution, which provides equal treatment for native and transfer students.

- The University of Maryland has articulated all transfer and occupational programs in Maryland community colleges with programs at each of the five campuses of the University.

- The Board of Trustees of State Universities and Colleges in FY 1981 completed and published an Articulation Manual for use by community colleges and each State college or university.

GOAL 3 - TO PROVIDE HIGH QUALITY EDUCATION IN THE ARTS AND SCIENCES

Objective 3.1

Offer a comprehensive array of courses that include natural sciences, literature, history, social sciences, languages, and fine arts.

Implementation Strategy

Community colleges will continue to serve students with a variety of arts and science courses. Proposals for implementation of new programs and requests for program discontinuance should be reviewed for their impact on the breadth and scope of arts and science courses available.

Progress

- All community college degree programs contain a minimum of 15 credit hours of general education.

- Additional arts and science courses are offered in the continuing education area.

GOAL 4 - TO PROVIDE HIGH QUALITY CONTINUING EDUCATION COURSES AND STUDENT SERVICES

Objective 4.1

Provide a diversity of continuing education courses responsive to community needs within the college service area.

Implementation Strategy

The State Board for Community Colleges reviews the title, description, and objectives of each continuing education course submitted for State aid. If a course is determined not to be eligible for State funding, it is not subsidized by the State. These courses may be self-supporting through student fees or partially funded by the local political subdivision. Records for each course and its enrollment are computerized for efficient access and analysis of data.

Progress

- During FY 1981, 5,894 continuing education courses were eligible for State aid. These courses enrolled 117,009 citizens. Three hundred fifty-four courses were offered exclusively for senior citizens and 160 courses were offered for handicapped persons.

- A Maryland Community College Continuing Education Manual was published in 1977. The manual describes policies and procedures for continuing education course approval. It will be revised in FY 1982.

Objective 4.2

Provide for the systematic collection and anslysis of continuing education enrollment data.

Implementation Strategy

Develop standard computer programs for analyses of continuing education student data and implement a computer tape submission process for reporting continuing education data to the State.

Progress

- During FY 1982, a system was developed and pilot-tested for uniform collection of continuing education enrollment information and for reporting to the State in data tape format.

- Effective July 1, 1982, all community colleges will report continuing education enrollments in the new format. The information will be used for descriptive demographic purposes as well as for administration of State aid.

GOAL 5 - TO PROVIDE EQUAL ACCESS TO COMMUNITY COLLEGE PROGRAMS AND SERVICES

Objective 5.1

Reflect the same racial composition in enrollment that exists within the community college service area.

Implementation Strategy

In FY 1980, the Maryland State Board for Higher Education adopted a Plan To Assure Equal Postsecondary Educational Opportunity 1980-1985. The State Board for Higher Education targets for community colleges state that undergraduate enrollment shall be the continuation of parity in the proportion of black and white high school graduates enrolling in public higher education institutions in the State; the proportion of the first-time full-time freshmen enrolled in each community college who are black shall be (or continue to be) at least equal to the proportion of public high school graduates in the service area who are black; the racial composition of the part-time enrollment in each community college shall reflect (or continue to reflect) the racial composition of the community college service area; and there shall be parity in the proportion of black and white students transferring from community colleges to four-year institutions who have completed the AA degree in a transfer program or who have earned 56 credit hours. (See Appendix B for tables on enrollments by sex and race.)

Progress

- All seventeen community colleges have adopted formal programs of affirmative action insuring equal educational and employment opportunities.

- Community colleges systemwide moved from 9.9 percent total black enrollment in Fall 1970 to 18.2 percent in Fall 1981 (an increase of 8.3 percentage points over the eleven-year period).

- Full-time black enrollment in Fall 1981 (22.3 percent of full-time enrollment) exceeded the 1980 Statewide goal of 17.4 percent set in the 1974 Maryland Desegregation Plan.

Objective 5.2

Continue to attract an increasingly diverse student population.

Implementation Strategy

Information about the age, sex, and part-time status of students collected on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed on a college and Statewide basis is monitored by the State Board for Community Colleges.

Progress

- Part-time student enrollment increased from 49 percent of the total community college enrollment in 1970 to 69 percent in 1981.

- In 1970, women accounted for 38 percent of the total enrollment while in 1981 women constituted 59 percent, thereby exceeding the State's proportion of 52 percent women in the total population.

- Senior citizens are continuing to take advantage of the 1974 legislation which provides that local boards of trustees may establish policies allowing senior citizens to enroll tuition-free at their community college. In Fall 1981, 1,987 senior citizens enrolled in credit courses at the community colleges. An additional 10,176 enrolled in continuing education senior citizen courses.

- Developmental programs to improve English and mathematical skills for those nontraditional students who need them are offered at each community college. The diverse student population at the community colleges necessitates many different types of programs and services. Some examples of community college services include off-campus programs, re-entry programs for women, seminars for senior citizens, day care centers for children of students and faculty, special programs tailored to the needs of the handicapped members of the community, and cultural and service programs for the community at large.

GOAL 6 - TO OPERATE EFFICIENTLY WITHOUT IMPAIRING THE QUALITY OF PROGRAMS AND SERVICES OFFERED

Objective 6.1

Seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Implementation Strategy

The State Board for Community Colleges monitors these developments through its review procedures and its management information systems (institutional evaluation, program evaluation, discipline cost, continuing education, and college management letter analyses).

Progress

- A revised Instructional Program Manual (1979) and A System for the Evaluation of Career Programs in Maryland Community Colleges (1974) were jointly developed by the community colleges, the State Board for Community Colleges, the Division of Vocational-Technical Education and, for the Instructional Program Manual, the State Board for Higher Education. These manuals provide guidelines and procedures for review and evaluation of community college instructional programs.

- All community colleges participate in the annual follow-up studies designed to assist in evaluating their occupational and transfer programs.

- The State Board for Community Colleges has implemented the Program Data Monitoring System. The system shows enrollment, program completions, student follow-up data, and discipline costs. The purpose of the system is to help colleges and the State Board for Community Colleges evaluate the quality of career programs.

- In FY 1982, 52 programs were evaluated in accordance with the Program Evaluation System. These programs included Photography and Recreation Technology at each community college.

- As a result of program review by the colleges, many programs were improved, 18 were inactivated, and 39 were discontinued.

Objective 6.2

Determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

Implementation Strategy

A Discipline Cost Analysis System developed jointly by the colleges and the State Board for Community Colleges is being used to determine discipline costs for each institution. These data are used by the Board in its studies of funding models for community college operating budgets.

Progress

- All seventeen community colleges submitted cost analysis information for FY 1982 to the State Board for Community Colleges.

- As an ongoing project, the State Board for Community Colleges conducts institutional post-audit analyses on the basis of established policies and guidelines.

- The Statewide Discipline Cost Analysis System is computerized to give the colleges comparative data.

- Standard software was developed by the State Board for Community Colleges to allow each college to computerize the Discipline Cost Analysis System and submit the cost analysis reports on computer tape. The programs enable each campus to generate a variety of optional reports for internal management.

- A manual describing the Discipline Cost Analysis System was completed and a workshop was conducted on the use of the manual.

- An inventory of courses offered at each campus was computerized and a common taxonomy was utilized to facilitate comparison of discipline costs.

GOAL 7 - TO PROMOTE ECONOMIC DEVELOPMENT THROUGH PROGRAMS AND SERVICES FOR MARYLAND BUSINESS AND INDUSTRY

Objective 7.1

Develop courses designed to meet specific education and training needs.

Implementation Strategy

A major study of business and industry training needs was conducted by the State Board for Community Colleges.

Progress

- The results are being analyzed and will be published during FY 1983.
- The Executive Director serves as a member of the Balance of State Private Industry Council.
- The Board and the colleges participate in the activities of the State Apprenticeship and Training Council.

Objective 7.2

Develop courses to provide technical assistance to local businesses.

Implementation Strategy

Community colleges will develop courses serving economic development efforts.

Progress

- Community colleges are continuing to develop courses for Maryland business and industry.
- Community colleges have developed local linkages with economic development committees as well as business itself.

V. CRITICAL AREAS TO BE ADDRESSED

CHAPTER ABSTRACT

Previous chapters have shown the origins of Maryland's system of public two-year colleges, how the institutions developed, and the current status of their operations as a major component of the State's higher education network. In this chapter, the focus is less on the specific functions performed by the community colleges and more on overall strengths.

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CURRENT STRENGTHS OF MARYLAND'S COMMUNITY COLLEGES

STUDENT GOAL ACHIEVEMENT

It has been demonstrated that Maryland community colleges are helping students to reach their identified educational goals. Many higher education institutions attempt to judge their educational effectiveness from the success of their graduates in meeting personal and societal goals. However, few institutions pursue a systematic and continuing process for the collection of student outcome data. A system for continuous follow-up of entrants, graduates, and employers of graduates is necessary.

The Maryland community college system has become an effective system for the collection, analysis, and reporting of student outcomes. Since 1974, the State Board for Community Colleges, in conjunction with the seventeen institutions, has conducted follow-up studies of both graduating and non-graduating students. Studies of entering students have been conducted on all individuals who first entered college in 1971, 1972, 1974, and 1976. Studies of graduates and employers have been conducted in intervening years. A new study of all entrants is now underway.

The results of these studies have been published by the Board. The Board also uses the data as an important part of its Program Evaluation System. In addition, the results are used to construct a Student Goal Achievement Index (SGAI) for each of the community colleges and the system as a whole. The Board published the most recent of these indexes in October 1981.

The 1981 SGAI results indicate Statewide that 58 percent of the students entering community colleges in 1976 (surveyed four years later) had achieved the goal for which they attended a community college. Of those with a goal of immediate employment, 77 percent achieved their goal within the period. Of those wishing to transfer, 74 percent did so. Of those who attended for enrichment, 60 percent reported achievement of their goal. In contrast, however, only 36 percent of those who initially sought an associate degree from the community college ultimately achieved this goal. Apparently, this is due to the large number of students who, for any number of reasons, decided to transfer to a four-year college or university or to become employed before completing their community college program.

As further evidence of the achievement of community college students, the following results from earlier studies are presented. A student follow-up study of 1978 graduates showed that 78 percent were employed when they had a career goal, that 74 percent transferred when they had a transfer goal, and that 85 percent achieved their educational goal. Student goal achievement is an important strength because it demonstrates success in reaching the goals established for the community colleges.

COMPETENCE OF FACULTY

A Statewide follow-up study of all students entering a community college in 1971 asked former students to rate their satisfaction with seventeen aspects of college life; the highest ratings were given to "overall quality of instruction." At one community college graduates were asked, "What one thing was most helpful to you in completing your program?" Faculty was mentioned far more often than any other factor. A study by the former Maryland Council for Higher Education showed that faculty members devote many hours beyond their regular teaching assignments advising students and developing courses. A recent Statewide follow-up study reconfirms students' high esteem of faculty and program quality at the community colleges. Both graduates and those who had not completed a degree reported that they were satisfied with their program (94 percent). A competent faculty is an important strength because excellence in teaching is one of the most important goals of the community college system in Maryland.

STRONG LOCAL SUPPORT

Community colleges are the only institutions of higher education in Maryland that receive a proportion of their operating expenses from both State and local governments. They are truly institutions serving Statewide, regional, and local citizen needs. Local government officials, as well as the citizens served, value their community colleges and support them with their efforts and their funds. Hundreds of persons serve without pay on governing boards, advisory groups, and committees. Most counties provide substantially more than the percentage of operating expenses required by law. Since 1961, the sponsoring political subdivisions also have paid for about half of the cost of capital construction expenses, with the local capital contribution nearing $100 million.

In addition, men and women in each political subdivision have supported community colleges through their attendance. The proportion of Maryland's students choosing a community college has grown so that now about two-thirds of all freshmen and sophomores in Maryland's public colleges are enrolled in community colleges. Local support is important because, in the Maryland system of shared governance and financial support of public two-year colleges, none of the community college goals could be achieved without it.

WIDE GEOGRAPHICAL ACCESS

Educational opportunities are offered by Maryland community colleges at convenient times and places. This factor has much to do with the success of the community college movement in the State. Twenty-three of the 24 political subdivisions in Maryland are served by a community college. Nearly 99.5 percent of the State's population live in these counties and Baltimore City. Courses are offered during

the day, during the evening, on weekends, over standard 15-week semesters, and over shorter periods.

Reaching beyond the campuses, community colleges offer credit and continuing education courses at satellite locations throughout their respective service areas. Off-campus facilities include public school buildings, factories, government buildings, and a variety of community facilities. Geographical access has been an important objective in support of the community college goal of equal access. It puts the community college offerings where the people are and at hours that working people have available for college attendance.

QUALITY FACILITIES

All of the community colleges, except Wor-Wic Tech Community College, have their own campuses. Two entire campuses have been built in the last ten years. The downtown Harbor Campus of the Community College of Baltimore opened in Fall 1976 and the Germantown Campus of Montgomery College opened in Fall 1978.

Over the years, community colleges have operated in a variety of public and private facilities. Satellite centers still perform a major outreach function in extending college services. However, appropriate physical facilities on campus are important because excellence in instructional offerings, especially in the high technology areas, require up-to-date equipment and facilities if high levels of student goal achievement are to be maintained.

DIVERSE AND RESPONSIVE COURSES OF INSTRUCTION

There is an extremely wide variety in type, level, and content of community college instruction. This diversity is designed to meet the needs of a local community--citizens, government, business and industry. In addition to the transfer programs offered at all community colleges, 113 different occupational programs are available. In large part due to the State-local partnership in support of community colleges, the institutions have been able to react quickly and relevantly to the needs of the local areas, with offerings ranging from Coal Mining Technology in Western Maryland to Marine Maintenance Technology on the Eastern Shore.

With a growing number of older, employed students, community colleges have expanded class schedules to meet the needs of this previously underserved group of citizens and taxpayers. The success of the community colleges in meeting the needs of these individuals can be measured by the finding that community colleges currently enroll appproximately 70 percent of all part-time undergraduates in Maryland higher education institutions.

Community colleges also offer continuing education courses that provide a wide range of subjects for part-time and returning students. Continuing education courses, because of their flexible structure and format, have been one of the fastest growing areas of community college instruction. Diverse and responsive courses of instruction are important because the community college mission includes a commitment to serving local needs through a wide range of high-quality instructional delivery systems.

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EMERGING POLICY AREAS REQUIRING STUDY

USE AND EVALUATION OF PART-TIME FACULTY

In examining the development and current functioning of Maryland community colleges, one is compelled to take notice of the substantial use of part-time instructional staff. Historically, most colleges and universities have relied to a very major extent on the use of full-time faculty members to perform the variety of teaching and non-teaching functions within the instructional program areas.

However, there has emerged a major trend toward increased use of part-time faculty in institutions of higher education. The trend is not exclusive to community colleges, in Maryland or nationally; but by being on the leading edge of higher education developments, community colleges have perhaps most recognizably manifested the overall direction. Part-time faculty can play an instrumental role in high-quality community college instruction, especially in occupational areas.

Part-time faculty in Maryland community colleges currently constitute 64 percent of the total faculty in the institutions. Not only are the numbers of part-time faculty large, but the proportion of part-time faculty is growing rapidly. An examination of the data during the period between the Fall of 1974 and Fall 1980 indicates the following: (1) The number of full-time faculty in Maryland community colleges decreased from 1,841 individuals to 1,761 (a decrease of 4 percent), while (2) the number of part-time faculty increased from 1,709 to 3,144 (an increase of 84 percent in number of part-time faculty). It should be understood that the above numbers relate only to numbers of persons employed, respectively, as full-time and part-time and not to the relative proportion of instruction provided by each individual. Current data are not available on the number of credit hours carried by part-time faculty.

Increasing use of part-time faculty comes about for a number of reasons. Many of the considerations that move any institution in the direction of additional use of part-time faculty fall into the areas of economics and administrative flexibility. However, the need for and use of part-time faculty also can serve laudatory instructional goals and objectives. The use, training, and evaluation of part-time faculty members, properly undertaken, can contribute to high quality, effective instruction, especially relevant to the needs of students directed more to practical, on-the-job skills of the practitioner than to theoretical or research concerns.

Within the Maryland community college system, there are a wide variety of approaches to the recruitment, use, support, and evaluation of part-time faculty members. Many of the existing practices came into being at a time when the institutions and the students they serve were very different than they are today.

A number of community colleges have established extensive recruitment and evaluation processes for part-time faculty, conducted in-depth orientation sessions, developed written descriptive and motivational material, formalized possibilities for increased interaction between full-time and part-time faculty, and provided for professional development opportunities for part-time instructional staff. However, taken as a whole, practices and procedures Statewide are not consistent.

Furthermore, it is found that most colleges have not recently conducted comprehensive analyses of their institutional practices or the impact of these practices on the overall quality of instruction. A recent study by the State Board for Community Colleges has identified current practices and issues at each of the institutions but has not up to this point led to any broad changes in college policies.

It, therefore, is recommended that a major effort be directed toward the development of models for Maryland community college recruitment, retention, remuneration, evaluation, use, supervision, and support of part-time faculty. These models then can be considered by individual community colleges as they review needs in this area. The project should be coordinated by the staff but be undertaken with the strong support and input of the community college presidents, instructional deans, and representatives of the full-time and part-time faculty.

ISSUES RELATED TO COMMUNITY COLLEGE ENROLLMENT

In recent years, community colleges clearly have been the growth segment in Maryland higher education. Not only has the absolute number of students enrolled grown consistently, but the overall proportion of students in community colleges, compared to those enrolled in other Maryland institutions, has increased concurrently.

Enrollment in the State's community colleges now comprises almost half of all undergraduates enrolled in any Maryland institution. Two out of every three students at the lower division level enrolled in public institutions of higher education in the State are enrolled in a community college. These figures represent only those enrolled in degree and certificate programs. When registrants in continuing education courses are added to the total, community colleges currently are offering instruction to over a quarter million Marylanders.

Many of the factors contributing to the rapid growth of community college enrollments are outside the control of the community college system itself. Some of these factors include: the state of the economy; increasing costs at other institutions; inability to attend residential colleges away from home; the need and desire for education more immediately attuned to employment; the need to attend college part-time while being employed full-time; and the geographical convenience of community college campuses.

The popularity of community college attendance brings credit to the instructional offerings community colleges provide and to the public policymakers who have made these offerings possible. However, the popularity of the community colleges also brings financial difficulties--internally and externally--to the Maryland community college system.

Growth in the open-door community college must be accommodated if citizens and the society are to be served. However, growth brings additional costs and these costs must be borne at least partially by the governmental sponsors of these institutions, the State and the State's political subdivisions.

The increasing proportion of students selecting community colleges, and the social factors bringing the changes about, not only have implications for overall funding and

governance policies, they alter the assumptions upon which community college enrollments have been projected. Future enrollments will be even more difficult to forecast with accuracy.

MOVEMENT TOWARD NEW INSTRUCTIONAL MODES

In the past, most colleges and universities have operated on the assumption of a homogeneous student body, manifesting roughly comparable abilities and needs. This model further assumes that students entering the classroom bring approximately the same level of content knowledge; learn at the same speed and intensity; and, if they are successful, leave with a similar level of achievement.

While the content of the traditional college education has not changed markedly in the last four decades, the process in many places has changed radically. The changes have occurred throughout higher education but are most noticeable in the open-door institutions. No longer can one naively assume that students start at the same level or that they progress at the same speed. Unless these new realities are properly addressed, the result is frustration and loss of morale on the part of both student and faculty alike.

Persons who have dealt most effectively with instruction in this fluid environment have realized that students must be assessed at entry, must be allowed to learn at their own pace in accordance with their own cognitive style, and must be certified for completion only when they have mastered the content defined for that phase of their education. Some of the approaches that have been used to thus individualize the instructional delivery system include: competency- (or performance-) based instruction, modular instruction, open-entry/open-exit instruction, and mastery learning. Educational theorist Patricia K. Cross refers to this new phenomenon as "the movement from education for all to education for each."

It has been found, for example, that some students learn best from lecture, others from demonstration and practice. Some students need the human contact with a college instructor, while others do as well or better with a learning station equipped with sophisticated audio-visual capabilities. Some students progress adequately with use of print media resources, while others need access to the growing range of nonprint resources.

Much of traditional college instruction has been sequential and time-bound. A course lasts a semester. A semester is 15 weeks. A degree is two-year or four-year. Such thinking may or may not be effective in selective institutions serving a homogeneous student clientele. It becomes counterproductive to impose such an approach on the diversity of students enrolled in a community college or other open-door institution.

If benchmarks of educational achievement are to have meaning, they must mean more than time spent in an institution or individual course. Much of the malaise in American education at all levels can legitimately be attributed to preoccupation with the variables of time. Students are spending the same amount of time in class and are progressing from grade-to-grade to graduation in the same pattern as in the past. However, a constant decrease in the measured achievement of the students leaving the

schools is visible. Recent studies have shown that today's high school graduates possess basic skills one and one-half grade levels below those of high school graduates as recently as 1955. For urban America, the results are even one additional grade level below that for the rest of the country. As an indicator merely of the top half of the high school graduates, for example, one only needs to observe the consecutive 14-year decline to date in the level of scores on the Scholastic Aptitude Test, a major source of ability data on entering college students. Other measures of basic skill attainment indicate even more deterioration in level of communication and computational competency.

Community colleges and other postsecondary institutions have responded to this challenge in a number of creative ways. Many colleges provide assistance in the classroom and in the learning laboratory and with support services for students who must polish basic skills. A large number of courses, including many vocational courses, have been placed on a competency-based format.

In a report issued in May 1981, a series of models were put forward for interfacing between Maryland community colleges and CETA Prime Sponsors. The stress in these models is upon open-entry/open-exit instruction. In an experimental CETA center in Baltimore County associated with Catonsville Community College, the models have actually been tested where students who enroll at any point in the year are assessed, assigned to instructional modes, measured as to competency, and certified only upon mastery. Such new approaches bode well for institutions of higher education.

As these new approaches are implemented, the impact must be analyzed. Because education in the past has been tied too closely to time, academic bookkeeping also has been time-bound. Assignment of academic credit has been based on semester hours. One credit hour is awarded for 15 hours of instruction. That is, one credit is equivalent to one hour of instruction, most typically delivered once per week over the 15 weeks of a standard college term. State aid is based on full-time equivalence, which is a summation of credits based on hours of instruction.

As instruction becomes more attuned to mastery and less attuned to dimensions of time, what other changes will be necessary? What alternative allocations of funds should be examined? Can a method be developed that is responsive to award of credit based on competency and unrelated to time? Is it possible to separate academic credit for completion of program requirements from hours of instruction for funding purposes?

It is recommended that the staff review the current practices of community colleges for award of credit in nontraditional instructional methodologies, emerging trends in such instruction, and the potential impact on funding formulas. The study should be undertaken in conjunction with community college financial and instructional staff and should contain recommendations for future actions relative to nontraditional instruction.

USE, COST, AND EFFECTIVENESS OF NEW INSTRUCTIONAL TECHNOLOGIES

An important ingredient in the changes community college instruction is undergoing is the increased availability and sophistication of instructional technologies along with the generally decreasing cost of such hardware and software. Computer-based

instruction, interactive guidance and advisement devices, telecommunications, cable television, and other innovations are changing the face of institutions of higher education instruction.

Increased availability of instructional technology has come about at the same time that community colleges are confirming the need to individualize instruction for a diverse student population. The two factors could not have coalesced at a more propitious moment. The technology for the first time allows for the needed individualization at an affordable cost. Previously, any systematic attempt to realistically individualize instruction on a large scale could be put out of mind simply by the prohibitive expenditures involved. Now an effort to provide for individual learning abilities, needs, and styles can under the right circumstances be achieved at equal or less cost than the provision of mass instruction in the classroom by individual faculty members.

The technologies are not only new, but the state of the art is changing rapidly. Nationally, community colleges are using mainframe, mini, and micro computers, video discs, microwave transmissions, high-speed telemetry, and hybrids of all the separate products. Expositions connected with higher education professional conferences bristle with products unknown only a few years earlier. Community college involvement in the burgeoning cable television enterprise has become commonplace here in Maryland and elsewhere. The Maryland Center for Public Broadcasting is one of the six major marketers nationally of "telecourses," in association with Coast Community College, Miami-Dade Community College, the Dallas County Community Colleges, and others.

What is available today certainly is only the tip of the iceberg. The wave of the future is in the increased use of new instructional technologies. Since Maryland has been a national leader, particularly in the development of instructional television, it is recommended that the staff continue to monitor developments in instructional technology and coordinate the flow of information in this important area to all Maryland community colleges. A high-level effort should be mounted to assure that those community colleges that have moved ahead rapidly in this area are able to share the results of their successes and failures with others that may not be as far along in their use of emerging technologies. Only in this way can all of the State's community colleges move ahead in an efficient, productive manner.

DIFFERENCES IN FOCUS WITHIN THE COMMUNITY COLLEGE MISSION

It has been shown that the Maryland community college system has a clear mission, which readily distinguishes the role and scope of these institutions from other collegiate institutions in the State. Community colleges are the only public institutions authorized to award associate degrees and lower division certificates in Maryland. No other public institutions offer occupational curricula at the artisan, technician, paraprofessional, or midmanagement levels. The offering of programs and services for government, business, and industry in support of economic development is also unique. The differences in orientation between community colleges and other public colleges and universities have been crystaline in Maryland where it has not been so in many other states. The mission statements of the respective institutions, as agreed upon, are contained in the Maryland State Plan for Postsecondary Education published by the State Board for Higher Education.

Notwithstanding the visible differences between the community college mission and that of other higher education segments and institutions, there also are many differences among the community colleges as to how they individually see their primary thrust. Each community college is comprehensive, as defined by statute, but colleges differ as to how they see their primary emphasis on career vs. transfer programs, degree programs vs. certificates, degree and certificates vs. continuing education, and focus on traditional college-age students vs. the expanding group involved in life-long learning.

National commentators on the community college movement recently have observed a rather clear distinction emerging in community college orientation. On the one hand they see a large number of community colleges moving, some rather agressively, in the nontraditional direction of becoming community-based resources reaching out to community groups and business and industry, and those, for any number of reasons, who have no need or desire for formal degrees. Increasingly, this is being called the horizontal dimension of community colleges. Community colleges that are expanding their horizontal relationships are in a very major way moving away from traditional higher education functioning and are beginning to look less and less like other institutions of higher education. In fact, institutions operating predominantly in this mode are in need of fewer and fewer linkages with other educational institutions at other levels.

At the same time, however, there are many community colleges that can be identified as becoming more attuned to the vertical educational dimensions. They are attracting more students directly from high school, including those enrolling in expanded community college honors courses and early programs for the talented and gifted. In some ways this can be seen as increased attention to the original junior college model, which has never been relinquished but has been less visible in the substantial movement to occupational programs, industrial training, personal enrichment, and job enrichment. In the vertical mode, linkages downward with the public schools and upward with the baccalaureate institutions are essential, leading to the label of vertical dimension.

The two modes of operation create the need for identification of drastically different priorities. Up until the present, most community colleges in Maryland and elsewhere have attempted to expand vertically and horizontally in response to community and student needs. This has been done in the name of comprehensiveness and has been met generally with success.

The debate nationally has been over whether all community colleges should continue to attempt to be comprehensively vertical and horizontal, or, alternatively, whether some institutions should go one way and some institutions the other. Different states have responded differently although in most places that distinction was most typically drawn more simply between "technical colleges" and two-year "liberal arts colleges."

While all Maryland community colleges have always operated comprehensively on the transfer-occupational-continuing education dimension, it is worth considering whether all community colleges should consider operating comprehensively in terms of the more recently-elucidated vertical-horizontal dimension.

It is recommended, therefore, that attention be given to this new concept of community college operations, with a view toward determining whether individual community colleges wish to pursue these paths separately, or whether the best use of resources dictates continued movement in both directions simultaneously. While such a review may not result in change of the community college mission vis-a-vis other segments of higher education, it may encourage greater specialization and economy of operation within the community college system.

VI. INSTITUTIONAL PLANS, PROJECTIONS, AND RESOURCE REQUIREMENTS

CHAPTER ABSTRACT

This section provides a brief overview of the present status and future growth of the individual Maryland community colleges in enrollment, programs, facilities, and expenditures. Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced over the next five-year period.

For facilities planning purposes, enrollment data are summarized for full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of annual space needs for each institution through FY 1988. Projected State capital construction costs are limited by the current bond maximum per full-time day equivalent student and the community college facilities guidelines.

The proposed introduction of new programs and facilities requirements for each institution are updated annually. These data serve as the basis for projecting resource requirements, as well as for the review of program proposals by the State Board for Community Colleges.

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5001-01	Business Training
5003-01	Finance Associate
5004-08	Merchandising
5005-01	Secretarial Science
5103-01	Electronic Data Processing Programmer
5104-01	Electronic Data Processing Operator
5202-01	Dental Assisting
5209-01	Nursing, Practical
5306-01	Automotive Technology
5503-01	Child Development
5505-01	Criminal Justice Training

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business Technology
5003-01	Finance Associate
5004-08	Merchandising
5005-01	Secretarial Science
5008-01	Media Technology
5101-01	Electronic Data Processing Technology
5203-01	Dental Hygiene (Statewide)
5205-01	Medical Laboratory Technology
5208-01	Nursing, Registered
5215-01	Respiratory Therapy (Regional)
5216-01	Mental Health Technology
5306-01	Automotive Technology
5311-01	Electromechanical Technology
5403-01	Forest Technology (Statewide)
5503-01	Child Development
5505-01	Criminal Justice
5506-01	Recreation Leadership

Projected Programs

Title	Estimated Enrollment
Fall 1983	
Systems Maintenance Technology	25
Computer Maintenance Technology	25
Dietary Technology	25
Real Estate	25
Fall 1984	
Legal Assistant	25
Electrical Engineering Technology	25
Mechanical Engineering Technology	25
Physical Therapy Technology	25
Occupational Therapy Technology	25

Fall 1985 - Fall 1987

Sanitary Technology
Construction Trades
Coal Mining Technology
Microprocessor Technology
Heavy Equipment Operator
Emergency Medical Technology

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	947	954	960	967	974	981

Humanities
Administration & Library
College Center
Science
Automotive Technology
Careers Center
Continuing Education Center
Physical Education & Pool
Services
Total existing 209,554

Total State funds allocated FY 1961 to date $ 3,752,479

Projected Bond requirement FY 1982-FY 1988 $ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 3,832,530	$ 4,331,981	$ 4,991,375
Percent of Distribution by Function			
Instruction	57%	56%	56%
Instructional Resources	5	5	5
Student Affairs	5	6	6
Plant Operation and Maintenance	12	13	13
General Administration	14	14	14
General Institutional	6	7	7
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	77%	77%	77%
Contracted Services	7	3	3
Supplies and Materials	5	5	5
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	5	6	6
Fixed Charges	1	4	4
Other	1	2	2
Furniture and Equipment	1	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,157	$2,568	$2,735

NOTE: Due to rounding, percentages may not add to 100%.

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Management	5299-10	EMT-Paramedic
5005-01	Secretarial Science	5310-01	Electronics
5012-01	Music	5315-01	Mechanical Engineering Technology
5101-01	Electronic Data Processing		
5214-01	Medical Assisting	5505-01	Police & Security Administration

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5101-01	Electronic Data Processing
4920-01	Biological & Physical Sciences Area	5208-01	Nursing, Registered
		5214-01	Medical Assisting
4940-01	Engineering Area	5216-01	Human Services
4950-01	General Studies Area	5299-10	EMT-Paramedic
4960-01	Teacher Education Area	5304-01	Architectural Technology
4970-01	Business Administration Area	5310-01	Electrical Engineering Technology
5001-01	Business Management		
5002-01	Financial Accounting	5315-01	Mechanical Engineering Technology
5004-08	Retail Management		
5005-01	Executive Secretarial Science	5505-01	Law Enforcement
5008-01	Multi-Media Technology		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1983		Fall 1984	
Construction Technologies	30	Applied Energy Technology	30
Interpreting for the Deaf	20	Paralegal Studies	20
Respiratory Therapy	40	Horticulture	30
Radiation Therapy	40		
Instrumentation Technologies	20		

Fall 1985 - Fall 1987

Health Care Administration
Government Services
Alternative Energy Science

ANNE ARUNDEL

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	2,910	2,929	2,948	2,967	2,985	3,004
Administration							
Humanities							
Science							
Careers Center							
Library							
Student Center							
Physical Education & Pool							
Central Plant							
Total existing	199,769						
Theater Arts		9,095					
Classroom Building		8,100					
Physical Plant Addition			3,608				
Student Center Addition			15,250				
Library Alterations; Modifications for Handicapped							

Total State funds allocated FY 1961 to date	$ 8,027,630
Projected Bond requirement FY 1982-FY 1988	$ 2,581,544

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$10,795,469	$11,966,810	$12,563,200
Percent of Distribution by Function			
Instruction	61%	61%	61%
Instructional Resources	10	10	10
Student Affairs	6	6	6
Plant Operation and Maintenance	13	13	13
General Administration	7	7	7
General Institutional	3	3	3
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	85%	83%	83%
Contracted Services	5	5	5
Supplies and Materials	3	3	3
Communications	1	1	1
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	4	5	5
Fixed Charges	1	-	-
Other	-	1	1
Furniture and Equipment	1	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,252	$2,404	$2,416

NOTE: Due to rounding, percentages may not add to 100%.

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Liberty Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Office Skills	5503-04	Special Education Assistant
5202-01	Dental Assisting	5506-01	Recreation Aide
5208-02	Nursing, Occupational Health	5508-01	Public Sector Administration
5211-01	Operating Room Technician	5599-01	Legal Assistant
5299-01	Emergency Medical Service	5599-02	Gerontology
5404-01	Dietetic Assistant		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5203-01	Dental Hygiene (Statewide)
4920-01	Biological & Physical Sciences Area	5204-01	Dental Laboratory Technology
4930-01	Humanities & Social Sciences Area	5205-01	Medical Laboratory Technology
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5213-01	Medical Records Technology
4960-01	Teacher Education Area	5215-01	Respiratory Therapy Technology (Regional)
4970-01	Business Administration Area	5216-01	Mental Health Technology
5002-01	Accounting	5219-01	Physical Therapy Assistant (Regional)
5004-01	Business	5404-01	Dietetic Technology
5005-01	Secretarial Sciences	5503-01	Early Childhood Education
5008-01	Mass Communications	5506-01	Recreation Leadership
5012-05	Commerical Art	5508-01	Public Sector Administration
5103-01	Data Processing & Computer Science	5599-01	Legal Assistant
		5599-02	Gerontology

Harbor Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5003-01	Banking & Finance	5012-03	Interior Design
5004-01	Business-Real Estate	5299-01	Emergency Medical Service
5004-07	International Trade (Regional)	5303-01	Drafting Technology
5005-01	Office Skills	5306-01	Automotive Technology
5012-02	Fashion Design	5309-01	Urban Traffic & Transportation Technology

Present Programs - Certificate contd.

5310-01	Electronics Technology	5408-01	Environmental Health Technology
5317-01	Construction Technology	5501-03	Government Service Aide
5317-02	Heating, Air Conditioning, & Refrigeration	5503-04	Special Education Assistant
		5505-01	Public Safety
5406-02	Oceanography	5508-01	Public Sector Management

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5299-01	Emergency Medical Service
4920-01	Biological & Physical Sciences Area	5303-01	Drafting Technology
		5306-01	Automotive Technology
4930-01	Humanities & Social Sciences Area	5309-01	Urban Traffic & Transportation Technology
4940-01	Engineering Area	5310-01	Electronics Technology
4950-01	General Studies Area	5317-01	Construction Technology
4960-01	Teacher Education Area	5317-02	Heating, Air Conditioning, & Refrigeration
4970-01	Business Administration Area		
5002-01	Accounting	5399-01	Plant Engineering Technology
5003-01	Banking & Finance	5406-02	Oceanography
5004-01	Business	5407-01	Science Technology
5004-07	international Trade (Regional)	5408-01	Environmental Health Technology
		5501-01	Urban Development Assistant
5005-01	Secretarial & Office Sciences	5501-03	Government Service Assistant
5010-01	Hospitality Management	5505-01	Public Safety
5012-02	Fashion Design	5506-03	Human Services Assistant
5012-03	Interior Design	5507-01	Fire Protection Technology
5103-01	Data Processing & Computer Science	5508-01	Public Sector Management

Projected Programs

Title	Estimated Enrollment
Fall 1983	
Court Reporting	15
Dental Office Manager	20
Fall 1985 - Fall 1987	
Dietetic Technician	

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	3,175	3,172	3,168	3,164	3,161	3,157

Liberty Campus

Administration-Classrooms
Student Center
Science & Allied Health
Library
Physical Education
Total existing 212,020

Parking Deck; Modifications for Handicapped, Roof and HVAC Replacement; Library Alterations; Business Wing Alterations, Site Development; Campus Building Alterations

Total State funds allocated FY 1961 to date $ 3,381,695

Projected Bond requirement FY 1982-FY 1988 $ 5,412,336

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Harbor Campus

Administration-Humanities-
Library-Science-Assembly-
Student Service Center
Careers Center
Total existing 113,750

Total State funds allocated FY 1961 to date $ 7,245,171

Projected Bond requirement FY 1982-FY 1988 $ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$12,596,826	$12,586,695	$13,838,500
Percent of Distribution by Function			
Instruction	59%	56%	56%
Instructional Resources	3	4	4
Student Affairs	7	6	6
Plant Operation and Maintenance	18	17	17
General Administration	11	17	17
General Institutional	1	-	-
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	81%	85%	85%
Contracted Services	8	6	6
Supplies and Materials	4	3	3
Communications	2	2	2
Conferences/Meetings	-	-	-
Grants/Subsidies	-	-	-
Utilities	4	3	3
Fixed Charges	-	-	-
Other	-	-	-
Furniture and Equipment	1	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,020	$1,992	$2,129

NOTE: Due to rounding, percentages may not add to 100%.

CATONSVILLE COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5005-01	Secretarial-Typist-Clerk Typist
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology
5299-07	Dialysis Technology
5304-01	Architectural & Engineering Design Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-01	Quality Control Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology
5505-01	Criminal Justice
5506-01	Grounds & Park Management

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-01	Air Transportation Management (Regional)
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5208-01	Nursing, Registered
5216-01	Mental Health Associate
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology
5304-01	Architectural & Engineering Design Technology
5305-01	Chemical Technology
5309-01	Civil Engineering Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology
5505-01	Criminal Justice
5506-01	Recreation & Parks Leadership
5507-01	Fire Protection Technology

Projected Programs

Title	Estimated Enrollment
Fall 1983	
Computer Service Technician	45
Landscape Architecture Design	15
Athletic Coaching	15
Word Processing	65
Fall 1984	
Telecommunications Technology	35
Radio, T.V. Repair	24
Nursing Health Aide Technician	45
Community Life Management Assistant	20
Mechanical Design Technician	20
Fall 1985 - Fall 1987	
Fiber Optics/Laser Applications Technology	
Printed Circuit Board Design Technology	
Diesel Technician	
Alternate Energy Technology	
Computer Marketing Management	

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	2,952	2,955	2,958	2,960	2,963	2,968

Administration		
Administration/Faculty		
Humanities-Classrooms		
Technical Arts		
Electronics Laboratory		
Planetarium		
Science		
Student Services		
Learning Resources		
Student Union		
Tudor House		
Classroom I		
Classroom II		
Physical Education & Pool		
Central Services		
Total existing	279,635	
Technical Arts Addition		23,141

Modifications for Handicapped; Site Development

Total State funds allocated FY 1961 to date	$ 9,037,773
Projected Bond requirement FY 1982-FY 1988	$ 2,928,523

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$15,225,863	$17,017,729	$18,810,048
Percent of Distribution by Function			
Instruction	50%	50%	50%
Instructional Resources	6	6	6
Student Affairs	11	10	10
Plant Operation and Maintenance	14	14	14
General Administration	4	5	5
General Institutional	14	15	15
Other	1	-	-
Exclusions for State Aid Purposes	-1	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	81%	82%	82%
Contracted Services	6	5	5
Supplies and Materials	3	3	3
Communications	2	1	1
Conferences/Meetings	1	-	-
Grants/Subsidies	1	1	1
Utilities	3	4	4
Fixed Charges	1	1	1
Other	-	-	-
Furniture and Equipment	3	2	2
Exclusions for State Aid Purposes	-1	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,324	$2,434	$2,504

NOTE: Due to rounding, percentages may not add to 100%.

CECIL COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Clerk Typist	5317-01	Construction Trades Technology
5007-01	Professional Photography (Regional)	5408-01	Sanitary Technology
5101-01	Data Processing	5505-01	Law Enforcement & Corrections Technology
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5007-01	Professional Photography (Regional)
4950-01	General Studies Area	5101-01	Data Processing
4960-01	Teacher Education Area	5208-01	Nursing, Registered
4970-01	Business Administration Area	5317-01	Construction Trades Technology
5001-01	Business Management	5505-01	Law Enforcement & Corrections Technology
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1983		Fall 1984	
Solar Energy Technology	25	Medical Laboratory Technician	25
Business Management	10	Commercial & Graphic Arts	20
Accounting	25	Natural Resources Conservation & Recreation	25
Communications Media Technology	15	Industrial Management	25
		Probation & Parole Technology	20
Fall 1985 - Fall 1987			
Outdoor Recreation		Retail Business Management	
Law Enforcement			

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	357	360	361	358	355	352

Administration-Classroom
Physical Education
Total existing 43,857

General Purpose Building

Modifications for Handicapped; Alterations to Administration-Classroom Building; Site Development, Energy Conservation Modifications

Total State funds allocated FY 1961 to date	$ 1,720,014
Projected Bond requirement FY 1982-FY 1988	$ 2,708,114

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 2,094,314	$ 2,246,611	$ 2,535,800
Percent of Distribution by Function			
Instruction	50%	51%	51%
Instructional Resources	4	6	6
Student Affairs	10	10	10
Plant Operation and Maintenance	16	12	12
General Administration	8	4	4
General Institutional	12	17	17
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	67%	68%	68%
Contracted Services	8	7	7
Supplies and Materials	8	8	8
Communications	2	2	2
Conferences/Meetings	2	2	2
Grants/Subsidies	-	-	-
Utilities	5	3	3
Fixed Charges	3	6	6
Other	-	-	-
Furniture and Equipment	5	3	3
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,844	$2,956	$3,272

NOTE: Due to rounding, percentages may not add to 100%.

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-06	Real Estate	5209-01	Nursing, Practical
5005-01	Secretarial Science	5303-01	Drafting
5009-01	Printing	5399-05	Pollution Abatement Technology
5104-01	Computer Operator	5402-01	Horticulture
	Present Programs - Associate Degree		
4940-01	Engineering Area	5103-01	Computer Programming
4950-01	General Studies Area	5208-01	Nursing, Registered
5004-01	Management Development	5399-05	Pollution Abatement Technology
5005-01	Secretarial Science		

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	1,011	1,026	1,040	1,055	1,070	1,085

Administration		
Social Sciences		
Science & Technology		
Biology Laboratory		
Library		
Student Services		
Physical Education & Pool		
Maintenance		
Total existing	107,041	
Assembly & Laboratory		21,935

Student Center Addition; Water Supply Improvements; Additional Parking; Athletic Fields

Total State funds allocated FY 1961 to date	$ 6,189,275
Projected Bond requirement FY 1982-FY 1988	$ 402,000

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 5,702,373	$ 6,198,857	$ 6,641,952
Percent of Distribution by Function			
Instruction	41%	43%	43%
Instructional Resources	7	8	8
Student Affairs	6	5	5
Plant Operation and Maintenance	17	16	16
General Administration	10	9	9
General Institutional	9	8	8
Other	9	11	11
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	65%	62%	62%
Contracted Services	12	13	13
Supplies and Materials	5	5	5
Communications	2	2	2
Conferences/Meetings	1	2	2
Grants/Subsidies	-	-	-
Utilities	5	5	5
Fixed Charges	8	7	7
Other	-	-	-
Furniture and Equipment	3	3	3
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,124	$2,018	$2,064

NOTE: Due to rounding, percentages may not add to 100%.

CHESAPEAKE COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Business Management	5317-02	Air Conditioning/Heating/ Refrigeration Technology
5005-01	Secretarial Science		
5012-03	Home Furnishing Aide	5406-04	Marine Maintenance Technology
5103-01	Computer Programming	5503-01	Early Childhood Development
5310-01	Electronics Technology	5505-01	Law Enforcement
5317-01	Drafting		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5005-01	Secretarial Science
4950-01	General Studies Area	5103-01	Computer Programming
4960-01	Teacher Education Area	5205-01	Medical Laboratory Technology
4970-01	Business Administration Area	5310-01	Electronics Technology
5001-01	Business Management Technology	5317-01	Architectural-Building Construction Technology
5004-06	Real Estate	5505-01	Law Enforcement

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1983		Fall 1984	
Nursing, Practical	20	Automotive Technology	15
Industrial Technology	20	Diesel Technology	15
Fall 1985 - Fall 1987			
Nursing, Registered		Machinist/Tooling Technology	
Word Processing			

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	654	661	668	675	682	689

Administration & Library Sciences; Humanities	
Technical Center	
Student Service Center	
Physical Education & Pool	
Total existing	101,005

Modifications for Handicapped

Total State funds allocated FY 1961 to date	$ 5,083,228*
Projected Bond requirement FY 1982-FY 1988	$ 73,125

* Does not include two loans to the counties.

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 2,583,713	$ 2,800,255	$ 2,861,248
Percent of Distribution by Function			
Instruction	44%	45%	45%
Instructional Resources	5	6	6
Student Affairs	9	10	10
Plant Operation and Maintenance	24	21	21
General Administration	14	14	14
General Institutional	4	5	5
Other	-	-	-
Exclusions for State Aid Purposes	-5	-1	-1
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	63%	68%	68%
Contracted Services	10	8	8
Supplies and Materials	6	6	6
Communications	1	2	2
Conferences/Meetings	1	2	2
Grants/Subsidies	-	-	-
Utilities	7	9	9
Fixed Charges	1	1	1
Other	1	1	1
Furniture and Equipment	9	3	3
Exclusions for State Aid Purposes	-5	-1	-1
Total	100%	100%	100%
Net Cost per FTE	$2,678	$3,011	$2,896

NOTE: Due to rounding, percentages may not add to 100%.

DUNDALK COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5001-01	Retail Sales
5002-01	Accounting
5004-06	Real Estate
5005-01	Secretarial Science
5101-01	Data Processing
5299-11	Physical Fitness Technology (Regional)
5311-02	Stationary Engineering Technology (Regional)
5312-01	Industrial Electricity/ Electronics Maintenance Technology
5312-03	Industrial Technology
5317-02	Heating, Ventilation, & Air Conditioning
5402-02	Retail Floristry (Regional)
5503-02	Special Education Instructional Aide
5503-03	Child Development & Early Child Care
5599-03	Paraprofessional Counseling
5599-04	Labor Studies (Regional)

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business & Industrial Management
5002-01	Accounting
5004-06	Real Estate
5005-01	Secretarial Science
5007-01	Photography
5008-01	Media Technology
5299-11	Physical Fitness Technology (Regional)
5311-02	Stationary Engineering Technology (Regional)
5312-01	Industrial Electricity/ Electronics Maintenance Technology
5312-03	Industrial Technology
5317-02	Heating, Ventilation, & Air Conditioning
5399-05	Water Systems Technology (Regional)
5503-02	Special Education Instructional Aide
5503-03	Child Development & Early Child Care
5599-01	Legal Assistant
5599-03	Paraprofessional Counseling
5599-04	Labor Studies (Regional)

Projected Programs

Title	Estimated Enrollment
Fall 1983	
Horticulture	8
Millwright	10
Energy Management	10
Camera & Projection Equipment Repair	10
Numerical Control Programming	8
Microcomputer Programming	8
Data Processing	50
Fall 1984	
Hydraulics/Pneumatics	8
Word Processing	10
Aviation Maintenance	15
Welding	13
Instrumentation	10

Fall 1985 - Fall 1987

Solar Energy Technology
Holistic Wellness
Hospital Child Care
Insurance

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	522	522	521	521	520	519
Administration-Energy Plant							
Classrooms							
Learning Resource Center							
Humanities-Classroom							
Physical Education							
Maintenance							
Total existing	114,453						
Modifications for Handicapped							

Total State funds allocated FY 1961 to date	$ 4,631,532
Projected Bond requirement FY 1982-FY 1988	$ 20,000

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 5,147,344	$ 5,581,938	$ 5,837,800
Percent of Distribution by Function			
Instruction	41%	41%	41%
Instructional Resources	8	8	8
Student Affairs	12	12	12
Plant Operation and Maintenance	17	18	18
General Administration	7	7	7
General Institutional	15	15	15
Other	-	-	-
Exclusions for State Aid Purposes	-	-1	-1
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	69%	71%	71%
Contracted Services	7	5	5
Supplies and Materials	4	3	3
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	1	1	1
Utilities	5	7	7
Fixed Charges	7	7	7
Other	-	-	-
Furniture and Equipment	5	3	3
Exclusions for State Aid Purposes	-	-1	-1
Total	100%	100%	100%
Net Cost per FTE	$2,761	$2,848	$2,890

NOTE: Due to rounding, percentages may not add to 100%.

ESSEX COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Small Business Management	5215-01	Respiratory Therapy
5001-02	Arts Management	5216-02	Drug Abuse Counselor
5002-01	Accounting	5218-01	Health Services Management
5004-02	Statistical Clerk	5299-05	Podiatric Assistant
5005-01	Secretarial Science	5303-01	Drafting Technology
5010-02	Restaurant-Club Management	5503-01	Early Childhood Development, Preschool
5099-02	Travel & Tourism		
5103-01	Data Processing	5505-01	Criminal Justice
5202-01	Dental Assisting		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5099-01	Court & Conference Reporting
4920-01	Biological & Physical Sciences Area	5103-01	Data Processing
		5105-01	Computer Technology
4930-01	Humanities & Social Sciences Area	5202-01	Dental Assisting
		5205-01	Medical Laboratory Technician
4940-01	Engineering Area	5206-01	Veterinary Science Technology
4950-01	General Studies Area	5207-01	Radiologic Technology
4960-01	Teacher Education Area	5208-01	Nursing, Registered
4970-01	Business Administration Area	5216-01	Human Services
5001-01	Business Management	5218-01	Health Services Management
5001-02	Arts Management	5299-02	Nuclear Medicine Technology
5002-01	Accounting	5299-05	Podiatric Assistant
5004-01	Industrial Management	5299-08	Physician's Assistant
5004-02	Statistical Associate	5299-09	Radiation Therapy
5004-08	Marketing Management	5301-01	Engineering Technology
5004-09	Personnel Management	5503-01	Early Childhood Development
5005-01	Secretarial Science	5505-01	Criminal Justice
5010-02	Restaurant-Club Management		

Projected Programs

Title	Estimated Enrollment
Fall 1983	
Travel & Tourism	40
Fall 1984	
Broadcasting	20
Dietetic Technician	10
Electronics	20
Health Care Assistant	10
Medical Assistant	10
Specialist in Care for the Elderly	15
T.V. Engineer	15
T.V. Production Assistant	15
Respiratory Therapy	15

Fall 1985 - Fall 1987

Associate in International Trade
Bilingual Secretary
Probation & Parole Technician
Chemical Technician
Culinary Arts
Family, Home & Consumer Studies Specialist
Non-Destructive Testing Technician
Volunteer Management Specialist
Information Systems Specialist
Juvenile Services Technician
Ultrasound Technician
Coatings Technician
Dosimetry
Fashion Merchandising
Opthalmic Technician
Pharmacy Technician
Surgical Technician

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	3,453	3,454	3,454	3,455	3,455	3,456

Administration-Instructional		
Humanities		
Science-Allied Health		
Social Science-Human Development		
Student Services Center		
Library		
Physical Education & Pool		
Central Power; Maintenance		
Total existing	290,843	
Career Educational Center		32,500

Library Alterations; Planetarium Alterations; Administration Alterations

Total State funds allocated FY 1961 to date	$11,963,871
Projected Bond requirement FY 1982-FY 1988	$ 295,000

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$12,422,763	$13,309,283	$14,109,375
Percent of Distribution by Function			
Instruction	50%	49%	49%
Instructional Resources	6	6	6
Student Affairs	10	10	10
Plant Operation and Maintenance	16	17	17
General Administration	5	5	5
General Institutional	13	13	13
Other	1	1	1
Exclusions for State Aid Purposes	-1	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	78%	77%	77%
Contracted Services	4	5	5
Supplies and Materials	4	3	3
Communications	1	2	2
Conferences/Meetings	-	-	-
Grants/Subsidies	1	1	1
Utilities	4	4	4
Fixed Charges	7	7	7
Other	-	-	-
Furniture and Equipment	2	2	2
Exclusions for State Aid Purposes	-1	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,363	$2,487	$2,625

NOTE: Due to rounding, percentages may not add to 100%.

FREDERICK COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Banking & Financial Management	5202-01	Dental Assistant
5005-01	Secretarial Science	5302-01	Aviation Maintenance Technology
5101-01	Data Processing	5310-01	Electronics Technology
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5101-01	Data Processing
4950-01	General Studies Area	5205-01	Biomedical Laboratory Technology
4960-01	Teacher Education Area	5208-01	Nursing Education
4970-01	Business Administration Area	5310-01	Electronics Technology
5001-01	Business Management	5506-02	Park Operation & Management
5002-01	Business Accounting		
5005-01	Secretarial Science		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1983		Fall 1984	
Actuarial Science Technology	25	Construction Trades Management	25
Computer Technology	25		
Fall 1985 - Fall 1987			
Word Processing			

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	1,140	1,160	1,180	1,200	1,220	1,240

Administration & Library Classroom & Student Services Science Laboratory Physical Education & Physical Plant Lecture & Music Hall Total existing	74,443	
Multi-Purpose Building		15,800

Energy Conservation Modifications; Site Improvement-Drainage; Athletic Fields; Reroofing;

Total State funds allocated FY 1961 to date	$ 2,393,094
Projected Bond requirement FY 1982-FY 1988	$ 1,811,759

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 3,000,166	$ 3,556,077	$ 3,911,424
Percent of Distribution by Function			
Instruction	55%	54%	54%
Instructional Resources	7	7	7
Student Affairs	7	9	9
Plant Operation and Maintenance	16	17	17
General Administration	16	15	15
General Institutional	-	-	-
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	79%	79%	79%
Contracted Services	5	6	6
Supplies and Materials	4	4	4
Communications	1	1	1
Conferences/Meetings	1	1	1
Grants/Subsidies	1	-	-
Utilities	4	4	4
Fixed Charges	1	1	1
Other	-	-	-
Furniture and Equipment	3	4	4
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,312	$2,626	$2,778

NOTE: Due to rounding, percentages may not add to 100%.

GARRETT COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5005-01	Business Secretarial
5206-01	Veterinary Science Technology (Statewide)
5312-02	Maintenance Technology
5399-03	Coal Mining Technology
5401-01	Environmental & Renewable Resources
5403-02	Wildlife Management (Statewide)
5503-01	Human Services

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4930-01	Humanities & Social Sciences Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5004-01	Business Occupational
5005-01	Secretarial Science
5206-01	Veterinary Science Technology (Statewide)
5312-02	Maintenance Technology
5399-03	Coal Mining Technology
5401-01	Environmental & Renewable Resources
5403-02	Wildlife Management (Statewide)

Projected Programs

Title	Estimated Enrollment
Fall 1983	
Outdoor Leadership	20
Environmental Health Technology	20
Visual Communications	15
Community Health Technician	-
Gerontology	15
Tourism	-
Fall 1984	
Energy Conservation Technology	15
Radiologic Technology	-
Home Health Technician	-
Physical Therapy Technician	-

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	291	293	296	299	301	303

Administration		
Learning Center		
Technical Center		
Coal Mining Technology Center		
Physical Education		
Total existing	57,164	
Learning Center Addition		5,849

Total State funds allocated FY 1961 to date	$ 1,487,064
Projected Bond requirement FY 1982-FY 1988	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 1,791,926	$ 1,984,602	$ 1,933,155
Percent of Distribution by Function			
Instruction	50%	49%	49%
Instructional Resources	5	6	6
Student Affairs	8	9	9
Plant Operation and Maintenance	15	16	16
General Administration	10	12	12
General Institutional	11	8	8
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	67%	70%	70%
Contracted Services	9	9	9
Supplies and Materials	7	7	7
Communications	2	2	2
Conferences/Meetings	2	1	1
Grants/Subsidies	1	1	1
Utilities	5	5	5
Fixed Charges	1	1	1
Other	1	-	-
Furniture and Equipment	5	5	5
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,937	$3,201	$2,907

NOTE: Due to rounding, percentages may not add to 100%.

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-01	Health Care Management	5404-01	Hospitality
5005-01	Secretarial Administration & Clerk-Typist	5505-01	Police Services
		5505-02	Correctional Services
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5101-01	Data Processing
4920-01	Biological & Physical Sciences Area	5207-01	Radiologic Technology
4930-01	Humanities & Social Sciences Area	5208-01	Nursing, Registered
4940-01	Engineering Area	5216-01	Human Services Technology
4950-01	General Studies Area	5311-01	Electrical Engineering Technology
4960-01	Teacher Education Area	5315-01	Mechanical Engineering Technology
4970-01	Business Administration Area	5503-01	Early Childhood Instructional Aide
5002-01	Accounting & Business	5505-01	Police Services
5004-01	Management	5505-02	Correctional Services
5004-08	General Merchandising		
5005-01	Executive Secretarial		

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	959	962	965	968	971	974

Administration	
Student Center	
Careers Center	
Academic	
Science	
Assembly	
Library	
Physical Education	
Central Plant	
Total existing	117,005

Energy Conservation Modifications; Science Lecture Hall Alterations; Library Alterations

Total State funds allocated FY 1961 to date	$ 2,435,870
Projected Bond requirement FY 1982-FY 1988	$ 195,372

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 3,640,928	$ 4,002,000	$ 3,772,000
Percent of Distribution by Function			
Instruction	51%	50%	50%
Instructional Resources	5	5	5
Student Affairs	7	7	7
Plant Operation and Maintenance	7	7	7
General Administration	14	14	14
General Institutional	16	17	17
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	77%	76%	76%
Contracted Services	7	7	7
Supplies and Materials	4	3	3
Communications	2	3	3
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	5	6	6
Fixed Charges	1	2	2
Other	-	-	-
Furniture and Equipment	2	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,136	$2,262	$2,300

NOTE: Due to rounding, percentages may not add to 100%.

HARFORD COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Small Business Management	5103-01	Computer Programming
5002-01	Accounting	5104-01	Computer Operator
5003-03	Insurance	5209-01	Nursing, Practical
5004-06	Real Estate	5303-01	Drafting-Surveying
5004-08	Retail Management	5306-01	Automotive Engineering Technology
5005-01	Office Education		
5007-01	Photography	5310-01	Electronics Technology
5008-01	Mass Communications	5505-01	Criminal Justice
5012-03	Interior Design	5505-03	Law Enforcement
5101-01	Data Processing Management		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5012-03	Interior Design
4940-01	Engineering Area	5101-01	Data Processing
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5217-01	Electrodiagnostic Technology (Regional)
4970-01	Business Administration Area		
5001-01	Business Management	5306-01	Automotive Engineering Technology
5002-01	Accounting		
5004-08	Retail Management	5310-01	Electronics Technology
5005-01	Office Education	5407-01	Science Laboratory Technology
5008-01	Mass Communications	5505-01	Criminal Justice

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1983		Fall 1984	
Landscape & Environmental Design	24	Pharmacy Technician	4
Office Management/ Word Processing	20	Industrial Electronics	20
Site/Supervision Construction Management	20		

Fall 1985 - Fall 1987

Environmental Monitoring Technician
Distribution Management

Business Equipment Technology

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	1,587	1,599	1,610	1,621	1,632	1,643

Administration
Learning Resource Center
Fine Arts
Academic
Science
Student Services
College Center
Physical Education & Pool
Maintenance
Total existing 147,686

Vocational-Technical Center
Alteration 23,126

Modifications for Handicapped; Alterations to Fine Arts Building; Alterations to Science Building

Total State funds allocated FY 1961 to date	$ 5,317,846
Projected Bond requirement FY 1982-FY 1988	$ 963,399

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 6,423,971	$ 7,145,841	$ 7,881,504
Percent of Distribution by Function			
Instruction	48%	47%	47%
Instructional Resources	7	6	6
Student Affairs	7	7	7
Plant Operation and Maintenance	16	16	16
General Administration	11	10	10
General Institutional	11	12	12
Other	-	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	75%	76%	76%
Contracted Services	6	4	4
Supplies and Materials	4	3	3
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	2	2
Utilities	5	7	7
Fixed Charges	1	1	1
Other	-	-	-
Furniture and Equipment	7	5	5
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,305	$2,486	$2,831

NOTE: Due to rounding, percentages may not add to 100%.

HOWARD COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5004-03	Housing Management	5317-03	Carpentry
5004-08	Retailing	5399-02	Biomedical Engineering Area Technology (Regional)
5005-01	Secretarial Science		
5101-01	Data Processing		
5212-01	Vision Care Technology (Regional)	5402-01	Plant Science

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5208-01	Nursing, Registered
4940-01	Engineering Area	5212-01	Vision Care Technology (Regional)
4950-01	General Studies Area		
4960-01	Teacher Education Area	5310-01	Electronics Technology
4970-01	Business Administration Area	5399-02	Biomedical Engineering Technology (Regional)
5002-01	Accounting		
5004-01	Business Management		
5005-01	Secretarial Science	5599-05	Interpreter Education (Regional)
5101-01	Data Processing		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1983		Fall 1984	
Residential Construction	20	Systems Engineer	20
Restaurant/Hospitality Management	20	Music	20
Medical Records	15	Security Management	15
Commercial Artist	15	Communications Technician	10
Drafting Technology	12	Facility Management Technician	12
Nursing, Practical	20	Pharmacy Technician	15
Energy Auditor	12		

Fall 1985 - Fall 1987

Recreation/Day Care
Robotics
Diesel Technician
Automotive Technician
T.V. & Sound Maintenance

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	1,104	1,119	1,134	1,149	1,164	1,179

Communication Arts & Administration	
Learning Resource & Science	
Nursing Education	
Physical Education & Pool	
Total existing	121,497

Total State funds allocated FY 1961 to date	$ 4,461,505
Projected Bond requirement FY 1982-FY 1988	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 4,416,438	$ 5,350,025	$ 5,990,988
Percent of Distribution by Function			
Instruction	45%	44%	44%
Instructional Resources	6	6	6
Student Affairs	7	7	7
Plant Operation and Maintenance	19	19	19
General Administration	9	10	10
General Institutional	12	12	12
Other	2	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	72%	76%	76%
Contracted Services	10	8	8
Supplies and Materials	6	5	5
Communications	2	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	1	1	1
Utilities	5	5	5
Fixed Charges	1	1	1
Other	1	-	-
Furniture and Equipment	2	1	1
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,309	$2,521	$2,598

NOTE: Due to rounding, percentages may not add to 100%.

MONTGOMERY COMMUNITY COLLEGE

PROGRAMS

Rockville Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial	5503-02	Handicapped Assistance
5010-02	Food Management	5503-03	Child Care Aide
5104-01	Computer Operator	5505-02	Corrections
5306-01	Automotive Technology	5507-01	Fire Science (Regional)
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5012-05	Advertising Art
4920-01	Biological & Physical Sciences Area	5103-01	Computer Science Technology
4930-01	Humanities & Social Sciences Area	5105-01	Computer Technician
4940-01	Engineering Area	5301-01	General Engineering
4950-01	General Studies Area	5304-01	Architecture & Construction
4960-01	Teacher Education Area	5306-01	Automotive Technology
4970-01	Business Administration Area	5309-01	Civil Engineering Technology
5002-01	Accounting	5310-01	Electronics Technology
5004-01	Management	5315-01	Mechanical Engineering Technology
5005-01	Secretarial	5503-03	Early Childhood Education
5007-01	Photography	5505-01	Criminal Justice
5008-01	Communications & Broadcasting	5506-01	Recreation Leadership
5009-01	Printing Technology	5507-01	Fire Science (Regional)
5010-01	Hotel-Motel Management	5508-02	Geography, Cartography & Community Planning
5010-02	Food & Beverage Management		

Takoma Park Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-01	Supermarket Management	5314-01	Medical Assistant
5005-01	Secretarial - Office Assistant	5503-03	Child Care Aide
5202-01	Dental Assisting	5599-01	Legal Assistant
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5004-01	Management
4920-01	Biological & Physical Sciences Area	5005-01	Secretarial
4930-01	Humanities & Social Sciences Area	5103-01	Computer Science & Technology
4940-01	Engineering Area	5202-01	Dental Assisting
4950-01	General Studies Area	5204-01	Dental Laboratory Technician
4960-01	Teacher Education Area	5205-01	Medical Laboratory Technician
4970-01	Business Administration Area	5207-01	Radiologic Technology
5002-01	Accounting	5208-01	Nursing, Registered
		5214-01	Medical Assistant
		5216-01	Mental Health Associate

Germantown Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5002-01	Accounting
4920-01	Biological & Physical Science Area	5004-01	Management
4930-01	Humanities & Social Science Area	5005-01	Secretarial
4950-01	General Studies Area	5103-01	Computer Science & Technology
4960-01	Teacher Education Area	5311-01	Electromechanical Technology
4970-01	Business Administration Area		

Projected Programs

Title	Estimated Enrollment
Fall 1983	
Science Laboratory Technician	15

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	8,083	8,133	8,183	8,232	8,281	8,330

Rockville Campus

Administration; Humanities
Science Center; Fine Arts
Technical Center; Art
Computer Science; Music
Student Services
Campus Center
Campus Tower
Physical Education & Pool
Total existing 410,825

Fine Arts Building Alterations; Technical Building Alterations; Humanities Building Alterations

Total State funds allocated FY 1961 to date	$ 8,803,008
Projected Bond requirement FY 1982-FY 1988	$ 2,060,650

o o o

Takoma Park Campus

Mathematics; Nursing	
Social Science	
Office Studies	
Commons; Fine Arts	
Resource Center	
Science Center	
Communication Arts	
Physical Education & Pool	
Total existing	160,621

Energy Conservation Modifications

Total State funds allocated FY 1961 to date	$ 5,250,000
Projected Bond requirement FY 1982-FY 1988	$ 535,000

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Germantown Campus

Science & Technology	
Humanities	
Physical Education	
Total existing	107,426
Physical Education Addition	11,474

Total State funds allocated FY 1961 to date	$ 5,450,529
Projected Bond requirement FY 1982-FY 1988	$ - 0 -

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$29,990,517	$33,370,683	$37,343,376
Percent of Distribution by Function			
Instruction	48%	47%	47%
Instructional Resources	7	7	7
Student Affairs	7	8	8
Plant Operation and Maintenance	17	17	17
General Administration	11	11	11
General Institutional	10	11	11
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	81%	81%	81%
Contracted Services	6	7	7
Supplies and Materials	4	4	4
Communications	1	1	1
Conferences/Meetings	-	1	1
Grants/Subsidies	-	1	1
Utilities	4	4	4
Fixed Charges	-	-	-
Other	2	-	-
Furniture and Equipment	1	2	2
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,815	$2,990	$3,728

NOTE: Due to rounding, percentages may not add to 100%.

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5002-01	Accounting	5104-01	Computer Operations
5004-06	Real Estate	5317-01	Residential Construction
5005-01	Secretarial & Clerk-Typist	5503-03	Day Care
5010-01	Hospitality Services	5505-01	Security Management
5103-01	Computer Programming		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5205-01	Medical Laboratory Technology
4930-01	Humanities & Social Sciences Area	5207-01	Radiologic (X-Ray) Technology
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5213-01	Medical Records Technology
4960-01	Teacher Education Area	5215-01	Respiratory Therapist
4970-01	Business Administration Area	5299-02	Nuclear Medicine Technology
5001-01	Business Management-Administrative Assistant	5301-01	Mechanical Engineering Technology
5002-01	Accounting	5303-01	Drafting Technology
5004-06	Real Estate	5309-01	Civil Engineering Technology
5004-08	Marketing Management	5310-01	Electronics Engineering Technology
5005-01	Secretarial Science	5503-03	Child Care Assistant
5010-01	Hospitality Services	5505-01	Criminal Justice
5101-01	Computer/Data Processing	5506-01	Recreation Leadership & Parks
5202-01	Dental Assistant		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1983		Fall 1984	
Energy Technology	40-120	Nursing, Practical	30-60
Para-Legal Services	60-120	Small Business Management	60-120
Travel & Tourism	30-60	Transportation Systems Technology	30-60
Banking & Finance Management	30-90	Consumer Electronics Maintenance	30-60

Fall 1985 - Fall 1997

International Trade Management
Health Care Institutional Management
Medical Equipment Technology
Communications Management
Computer Design & Maintenance

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1982	1983	1984	1985	1986	1987	1988
PROJECTED FTDE	-	5,645	5,679	5,713	5,747	5,781	5,815

Largo Campus

Administration/Library							
Classrooms I							
Classrooms II							
Vocational-Technical							
Fine Arts							
Student Center							
Physical Education							
Total existing	302,002						
Learning Resource Center				53,591			
Physical Education Addition							22,575
Science Addition							15,084
Modifications for Handicapped							

Total State funds allocated FY 1961 to date $ 8,993,483

Projected Bond requirement FY 1982-FY 1988 $ 5,142,312

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Clinton Campus

Site Development

Learning Resource Center; Classroom; Administration Facility

Total State funds allocated FY 1961 to date $ 685,000

Projected Bond requirement FY 1982-FY 1988 $ - 0 -

PRINCE GEORGE'S

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$18,348,552	$19,834,727	$20,227,280
Percent of Distribution by Function			
Instruction	59%	59%	59%
Instructional Resources	4	4	4
Student Affairs	9	9	9
Plant Operation and Maintenance	12	13	13
General Administration	12	13	13
General Institutional	3	3	3
Other	-	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	83%	84%	84%
Contracted Services	5	5	5
Supplies and Materials	3	3	3
Communications	1	2	2
Conferences/Meetings	1	1	1
Grants/Subsidies	-	-	-
Utilities	4	5	5
Fixed Charges	1	-	-
Other	-	-	-
Furniture and Equipment	2	-	-
Exclusions for State Aid Purposes	-	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,087	$2,246	$2,363

NOTE: Due to rounding, percentages may not add to 100%.

WOR-WIC TECH COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial Science	5209-01	Nursing, Practical (Regional)
5010-01	Hotel-Motel Management (Regional)	5306-01	Automotive Technology
	Present Programs - Associate Degree		
4950-01	General Studies Area	5207-01	Radiologic Technology
5001-01	Business Management	5208-01	Nursing, Registered (Regional)
5002-01	Accounting	5306-01	Automotive Technology
5004-08	Marketing	5505-01	Law Enforcement
5005-01	Secretarial Science		
5010-01	Hotel-Motel Management (Regional)		

Projected Programs

Title	Estimated Enrollment	Title	Estimated Enrollment
Fall 1983		Fall 1984	
Data Processing Technology	25	General Technological Studies	10
Mechanical & Tooling Technology	15	Chef	15
Electronics Technology	15	Diesel Technician	15
Dietetic Technology	12	Real Estate & Insurance	20
Word Processing	20	Dental Assistant	15
Fall 1985 - Fall 1987			
Manufacturing Technology		Landscape Design	
Transportation Technology		Respiratory Therapy	

PHYSICAL FACILITIES

None contemplated.

FINANCE

Net Current Unrestricted Expenditures,
Percent of Distribution by Function and Object
and
Net Cost Per Full-time Equivalent Student

	Actual FY 1981	Budgeted FY 1982	Projected FY 1983
Net Current Unrestricted Expenditures	$ 1,125,016	$ 1,346,800	$ 1,498,750
Percent of Distribution by Function			
Instruction	55%	56%	56%
Instructional Resources	-	-	-
Student Affairs	7	7	7
Plant Operation and Maintenance	12	13	13
General Administration	18	16	16
General Institutional	8	8	8
Other	-	-	-
Exclusions for State Aid Purposes	-4	-	-
Total	100%	100%	100%
Percent of Distribution by Object			
Compensation (Including Benefits)	65%	71%	71%
Contracted Services	10	8	8
Supplies and Materials	5	3	3
Communications	2	2	2
Conferences/Meetings	2	2	2
Grants/Subsidies	-	-	-
Utilities	2	3	3
Fixed Charges	7	9	9
Other	-	1	1
Furniture and Equipment	7	1	1
Exclusions for State Aid Purposes	-4	-	-
Total	100%	100%	100%
Net Cost per FTE	$2,264	$2,551	$2,750

NOTE: Due to rounding, percentages may not add to 100%.

DEFINITIONS

Associate degree

An award for satisfactory completion of a program of study of not less than 60 or more than 70 semester hours of college instruction. Coursework must be distributed according to the requirements of the curriculum. The Associate in Arts is the only associate degree awarded by Maryland community colleges.

Certificate

An award for satisfactory completion of a program of study representing a planned sequence of learning experiences consisting of at least 12 semester hours of college work.

Community college

In this Plan, community colleges refers to each of Maryland's seventeen public two-year colleges. Also includes institutions identified as public junior colleges and regional community colleges.

Community service

Activities, other than courses, for the education and assistance of citizens and groups.

Continuing education

Noncredit courses designed primarily for part-time and returning students. Some noncredit courses are self-supporting and some are State-assisted.

Continuing education unit

A nationally recognized method for measuring and recording participation in continuing education programs that do not carry credit toward a degree but do meet established criteria for the evaluation of student learning. Some community college continuing education offerings carry CEU designation; others do not.

Course

Formal instruction or other planned educational experiences with established goals and under the guidance of a faculty member.

Developmental education

Courses and services designed to help persons become more successful students through a focus on both academic skills and personal issues. Developmental education usually involves a team of professionals who assume that students have a broad range of strengths and who help students explore attitudes about themselves and the learning process.

Discipline cost

The direct and indirect cost of supporting instruction in the various subject matters offered by a college. This should not be confused with program cost which includes the cost of all subjects (including service courses) that comprise a degree program.

Education

The development of mind, body, and character through study and instruction.

Efficiency

The relationship between educational service provided and the cost and effort needed to provide the service.

Equal access

The concept that each person should have a comparable opportunity to pursue a community college education regardless of age; sex; race; previous educational experience; geographic location; or economic, cultural, or physical condition.

Full-time equivalent (FTE) student

Total credit and equated credit hours divided by 30 (used in financial planning). For example, a student carrying 15 credit hours of instruction during each of two semesters equals one FTE for funding purposes.

Full-time day equivalent (FTDE) student

The number of full-time credit students plus one-third the number of part-time credit students times the percentage of student contact hours taught between 8:00 a.m. and 5:00 p.m. (used in facilities planning).

Goal

An end or aim that an organization strives to attain; goals are more specific than the mission and less specific than objectives.

Implementation strategy

A specific course of action designed to meet an objective.

Instructional program

A planned series of courses leading to a certificate or degree developed, approved, and implemented in State minimum requirements.

Liberal arts

The core of knowledge and values that represents the accumulated wisdom of society and which enables the individual to discover his or her potential and grow to responsible citizenship.

Lower division

Credit courses that are typically taught in the first two years at four-year colleges and universities.

Maryland Code

As used in this Plan, the term refers to the current volume and most recent supplement to the Annotated Code of Maryland.

Mission

The overall task of an organization stated in broad terms. The community college mission, shown in this Plan, is taken directly from the mission statement adopted by the State Board for Higher Education.

Objective

A specific means of reaching a goal; objectives are usually measurable and stated with a deadline.

Occupational program

A degree or certificate program designed to prepare students for immediate entry into new jobs and/or to upgrade skills in current jobs. Each occupational degree program must contain at least 24 specific credit hours of required courses in the discipline.

Program evaluation

A planned process, undertaken annually, to quantitatively and qualitatively assess the quality of instructional programs. The process involves both State and local level review.

Semester hour of credit (classroom)

At least 15 hours, 50 minutes each of actual class meeting or equivalent guided learning activity, exclusive of registration, study days, holidays, and final examinations.

Semester hour of credit (laboratory)

At least 30 hours, 50 minutes each, of supervised laboratory or studies exclusive of registration, study days, holidays, and final examinations.

Student

An enrolled person who is at least 16 years of age and who has graduated from or left elementary or secondary school. Students are admitted to a college although not necessarily to a specific program. Pursuant to General Policies of the State Board for Community Colleges, community colleges also serve gifted and talented students in cooperation with local public school systems.

Student services

Programs, services, and activities that help students individually and in groups take full advantage of the opportunities offered in the academic community.

Transfer program

A degree program designed to prepare students for entry into four-year colleges and universities.

ENROLLMENT AND FINANCIAL DATA

The enrollment and financial data in this appendix were compiled from data systems at the colleges and the State Board for Community Colleges. These data systems, often submitted by the colleges on computer tape, are coordinated to provide data for reports to the State Board for Higher Education and the National Center for Educational Statistics, as well as reports to other local, State, and federal agencies.

Table I-B

CREDIT ENROLLMENT FALL 1981
MARYLAND COMMUNITY COLLEGES

College	First-Time			Transfer			Occupational			Unclassified			TOTAL		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	382	140	522	317	167	484	891	307	1,198	32	282	314	1,240	756	1,996
Anne Arundel	1,058	2,056	3,114	1,429	2,807	4,236	922	3,122	4,044	-	-	-	2,351	5,929	8,280
Baltimore	1,388	1,672	3,060	1,464	1,843	3,307	1,832	1,614	3,446	715	868	1,583	4,011	4,325	8,336
Catonsville	909	1,984	2,893	1,240	4,631	5,871	1,333	4,341	5,674	-	-	-	2,573	8,972	11,545
Cecil	112	300	412	139	190	329	146	404	550	49	432	481	334	1,026	1,360
Charles	360	833	1,193	513	2,367	2,880	305	816	1,121	-	2	2	818	3,185	4,003
Chesapeake	216	602	818	321	719	1,040	144	155	299	24	366	390	489	1,240	1,729
Dundalk	162	462	624	199	957	1,156	256	907	1,163	-	1	1	455	1,865	2,320
Essex	985	1,220	2,205	1,084	1,732	2,816	1,485	3,791	5,276	47	1,349	1,396	2,616	6,872	9,488
Frederick	498	1,257	1,755	475	1,025	1,500	383	760	1,143	22	51	73	880	1,836	2,716
Garrett	130	107	237	184	72	256	127	54	181	1	209	210	312	335	647
Hagerstown	384	465	849	455	467	922	439	682	1,121	4	314	318	898	1,463	2,361
Harford	460	842	1,302	690	1,594	2,284	618	1,530	2,148	-	1	1	1,308	3,125	4,433
Howard	277	546	823	379	784	1,163	358	1,079	1,437	39	691	730	776	2,554	3,330
Montgomery:															
Rockville	1,870	2,360	4,230	2,969	4,783	7,752	1,588	2,684	4,272	5	84	89	4,562	7,551	12,113
Takoma Park	411	660	1,071	706	1,972	2,678	412	886	1,298	-	14	14	1,118	2,872	3,990
Germantown	163	605	768	305	1,243	1,548	105	935	1,040	-	20	20	410	2,198	2,608
Prince George's	2,976	4,249	7,225	2,572	3,396	5,968	1,952	4,119	6,071	4	2,614	2,618	4,528	10,129	14,657
Wor-Wic Tech	175	381	556	8	23	31	193	336	529	5	81	86	206	440	646
TOTAL	12,916	20,741	33,657	15,449	30,772	46,221	13,489	28,522	42,011	947	7,379	8,326	29,885	66,673	96,558
Percent of Total Enrollment			35%			48%			44%			8%			100%

F-T = Full-time
P-T = Part-time

SOURCE: SBCC

Table 2-8

COMPARISON OF 1979, 1980, AND 1981 OPENING FALL ENROLLMENT BY STUDENT STATUS
MARYLAND COMMUNITY COLLEGES

College	Full-time					Part-time					TOTAL				
	Fall 1979	Fall 1980	% Incr. (Decr.) 1979 - 1980	Fall 1981	% Incr. (Decr.) 1980 - 1981	Fall 1979	Fall 1980	% Incr. (Decr.) 1979 - 1980	Fall 1981	% Incr. (Decr.) 1980 - 1981	Fall 1979	Fall 1980	% Incr. (Decr.) 1979 - 1980	Fall 1981	% Incr. (Decr.) 1980 - 1981
Allegany	1,142	1,172	2.6	1,240	5.8	635	672	5.8	756	12.5	1,777	1,844	3.8	1,996	8.2
Anne Arundel	2,181	2,219	1.7	2,351	5.9	5,185	5,169	(.3)	5,929	14.7	7,366	7,388	.3	8,280	12.1
Baltimore	3,663	3,657	(.2)	4,011	9.7	4,615	5,794	25.5	4,325	(25.4)	8,278	9,451	14.2	8,336	(11.8)
Catonsville	2,471	2,604	5.4	2,573	(1.2)	8,640	8,913	3.2	8,972	.7	11,111	11,517	3.7	11,545	.2
Cecil	282	314	11.3	334	6.4	887	870	(1.9)	1,026	17.9	1,169	1,184	1.3	1,360	14.9
Charles	903	939	4.0	818	(12.9)	2,872	3,145	9.5	3,185	1.3	3,775	4,084	8.2	4,003	6.0
Chesapeake	422	478	13.3	489	2.3	1,209	1,156	(4.4)	1,240	7.3	1,631	1,634	.2	1,729	5.8
Dundalk	492	434	(11.8)	455	4.8	1,804	1,779	(1.4)	1,865	4.8	2,296	2,213	(3.6)	2,320	4.8
Essex	2,478	2,497	.8	2,616	4.8	6,893	6,906	.2	6,872	(.5)	9,371	9,403	.3	9,488	.9
Frederick	570	701	23.0	880	25.5	1,232	1,402	13.8	1,836	31.0	1,802	2,103	16.7	2,716	29.1
Garrett	330	354	7.3	312	(11.9)	335	299	(10.7)	335	12.0	665	653	(1.8)	647	(.9)
Hagerstown	878	852	(3.0)	898	5.4	1,263	1,390	10.1	1,463	5.3	2,141	2,242	4.7	2,361	5.3
Harford	1,213	1,296	6.8	1,308	.9	2,760	2,884	4.5	3,125	8.4	3,973	4,180	5.2	4,433	6.1
Howard	612	675	10.3	776	15.0	2,009	2,367	17.8	2,554	7.9	2,621	3,042	16.1	3,330	9.5
Montgomery:															
Rockville	4,545	4,630	1.9	4,562	(1.5)	7,083	7,424	4.8	7,551	1.7	11,628	12,054	3.7	12,113	.5
Takoma Park	1,129	1,207	6.9	1,118	(7.4)	1,926	2,530	31.4	2,872	13.5	3,055	3,737	22.3	3,990	6.8
Germantown	277	301	8.7	410	36.2	1,361	1,623	19.3	2,198	35.4	1,638	1,924	17.5	2,608	35.6
Prince George's	4,322	4,439	2.7	4,528	2.0	9,155	9,308	1.7	10,129	8.8	13,477	13,747	2.0	14,657	6.6
Wor-Wic Tech	196	209	6.6	206	(1.4)	382	418	9.4	440	5.3	578	627	8.5	646	3.0
TOTAL	28,106	28,978	3.1%	29,885	3.1%	60,246	64,049	6.3%	66,673	4.1%	88,352	93,027	5.3%	96,558	3.8%

Incr. = Increase
(Decr.) = Decrease

SOURCE: SSHE S-1

Table 3-B

ENROLLMENT BY RACE FALL 1981
MARYLAND COMMUNITY COLLEGES

College	Black		American Indian		Asian		Hispanic		White		Foreign		All Other/ Race Unknown		TOTAL	
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	27	8	-	1	3	2	1	1	1,176	726	-	-	33	18	1,240	756
Anne Arundel	145	381	9	24	31	85	24	75	2,120	5,338	22	17	-	9	2,351	5,929
Baltimore	3,115	3,189	1	4	6	22	158	114	549	865	65	6	117	125	4,011	4,325
Catonsville	566	988	7	20	47	116	8	47	1,856	7,286	6	-	83	515	2,573	8,972
Cecil	27	31	2	4	-	3	1	2	302	983	2	3	-	-	334	1,026
Charles	76	268	2	5	9	30	8	16	667	2,640	2	?	54	223	818	3,185
Chesapeake	82	66	1	-	1	1	2	3	401	1,168	-	-	2	2	489	1,240
Dundalk	35	89	-	5	-	13	1	11	419	1,739	-	-	-	8	455	1,865
Essex	265	302	16	25	29	57	26	49	2,200	6,284	-	-	80	155	2,616	6,872
Frederick	53	59	2	3	9	16	4	11	806	1,740	5	7	1	-	880	1,836
Garrett	8	-	-	-	1	2	1	2	302	331	-	-	-	-	312	335
Hagerstown	65	65	2	5	8	8	4	10	808	1,360	11	15	-	-	898	1,463
Harford	134	229	4	7	12	34	11	32	1,142	2,808	-	-	5	15	1,308	3,125
Howard	84	251	6	11	19	56	10	18	541	1,698	3	5	113	515	776	2,554
Montgomery:																
Rockville	152	295	4	10	113	159	81	138	2,595	4,378	367	103	1,250	2,468	4,562	7,551
Takoma Park	304	729	1	7	104	166	66	154	386	1,541	190	55	67	220	1,118	2,872
Germantown	14	78	4	2	6	69	1	18	317	1,766	11	9	57	256	410	2,198
Prince George's	1,372	3,890	9	28	169	260	71	160	2,718	5,721	189	70	-	-	4,528	10,129
Wor-Wic Tech	53	77	-	-	-	-	-	1	152	362	-	-	1	-	206	440
TOTAL	6,577	10,995	70	161	567	1,099	478	862	19,457	48,734	873	293	1,863	4,529	29,885	66,673

F-T = Full-time
P-T = Part-time

SOURCE: SBCC

Table 4-B

COMPARISON OF 1979, 1980, AND 1981 BLACK STUDENT FALL ENROLLMENT
MARYLAND COMMUNITY COLLEGES

College	1979 F-T	1979 P-T	1979 Total	% of Total Enrollment	1980 F-T	1980 P-T	1980 Total	% of Total Enrollment	1981 F-T	1981 P-T	1981 Total	% of Total Enrollment	Change in Percent 1979-1981
Allegany	31	7	38	2.1	24	6	30	1.6	27	8	35	1.8	-.3
Anne Arundel	190	354	544	7.4	171	326	497	6.7	145	381	526	6.4	-1.0
Baltimore	2,950	3,451	6,401	77.3	2,656	3,973	6,629	70.1	3,115	3,189	6,304	75.6	-1.7
Catonsville	540	1,031	1,571	14.1	571	1,001	1,572	13.6	566	988	1,554	13.5	-.6
Cecil	14	18	32	2.7	27	38	65	5.5	27	31	58	4.3	+1.6
Charles	88	238	326	8.6	92	273	365	8.9	76	268	344	8.6	-
Chesapeake	52	65	117	7.2	70	66	136	8.3	82	66	148	8.6	+1.4
Dundalk	80	96	176	7.7	62	119	181	8.2	35	89	124	5.3	-2.4
Essex	211	285	496	5.3	255	273	528	5.6	265	302	567	6.0	+.7
Frederick	28	60	88	4.9	48	63	111	5.3	53	59	112	4.1	-.8
Garrett	12	-	12	1.8	17	1	18	2.8	8	-	8	1.2	-.6
Hagerstown	87	47	134	6.3	85	67	152	6.8	65	65	130	5.5	-.8
Harford	144	184	328	8.3	150	186	336	8.0	134	229	363	8.2	-.1
Howard	76	182	258	9.8	85	205	290	9.5	84	251	335	10.1	+.3
Montgomery	513	1,032	1,545	9.5	565	1,129	1,694	9.6	470	1,102	1,572	8.4	-1.1
Prince George's	1,411	3,423	4,834	35.9	1,413	3,473	4,886	35.5	1,372	3,890	5,262	35.9	-
Wor-Wic Tech	56	83	139	24.0	62	72	134	21.4	53	77	130	20.1	-3.9
TOTAL	6,483	10,556	17,039	19.3%	6,353	11,271	17,624	18.9%	6,577	10,995	17,572	18.2%	-1.1%

F-T = Full-time
P-T = Part-time

SOURCE: SBCC

Table 5-B

COMPARISON OF IN-COUNTY, OUT-OF-COUNTY/CITY, OUT-OF-STATE OPENING ENROLLMENT FALL 1981
MARYLAND COMMUNITY COLLEGES

College	In-County/City			Out-of-County/City			Out-of-State, Foreign and Residence Unknown			TOTAL ENROLLMENT		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	1,003	688	1,691	68	13	81	169	55	224	1,240	756	1,996
Anne Arundel	2,311	5,829	8,140	24	89	113	16	11	27	2,351	5,929	8,280
Baltimore	3,557	3,814	7,371	319	335	654	135	176	311	4,011	4,325	8,336
Catonsville	1,737	6,343	8,080	817	2,614	3,431[1]	19	15	34	2,573	8,972	11,545
Cecil	317	979	1,296	2	23	25	15	24	39	334	1,026	1,360
Charles	580	1,774	2,354	234	1,393	1,627[2]	4	18	22	818	3,185	4,003
Chesapeake	489	1,227	1,716	-	10	10	-	3	3	489	1,240	1,729
Dundalk	393	1,676	2,069	62	188	250	-	1	1	455	1,865	2,320
Essex	2,190	6,043	8,233	401	826	1,227	25	3	28	2,616	6,872	9,488
Frederick	820	1,778	2,598	50	46	96	10	12	22	880	1,836	2,716
Garrett	170	309	479	93	16	109	49	10	59	312	335	647
Hagerstown	788	1,279	2,067	11	27	38	99	157	256	898	1,463	2,361
Harford	1,212	3,060	4,272	68	55	123	28	10	38	1,308	3,125	4,433
Howard	728	2,336	3,064	42	206	248	6	12	18	776	2,554	3,330
Montgomery:												
Rockville	3,965	7,065	11,030	100	206	306	497	280	777	4,562	7,551	12,113
Takoma Park	713	2,376	3,089	112	246	358	293	250	543	1,118	2,872	3,990
Germantown	383	2,048	2,431	12	116	128	15	34	49	410	2,198	2,608
Prince George's	4,152	9,648	13,800	138	288	426	238	193	431	4,528	10,129	14,657
Wor-Wic Tech	171	379	550	34	59	93	1	2	3	206	440	646
TOTAL	25,679	58,651	84,330	2,587	6,756	9,343	1,619	1,266	2,885	29,885	66,673	96,558
Percent of Total Enrollment			87%			10%			3%			100%

F-T = Full-time
P-T = Part-time

1 Includes 195 full-time and 1,234 part-time students from Carroll County.
2 Includes 172 full-time and 941 part-time students from St. Mary's County.
2 Includes 44 full-time and 396 part-time students from Calvert County.

SOURCE: SBCC

Table 6-B

CREDIT ENROLLMENT HISTORY AND PROJECTIONS
FOR PHYSICAL FACILITIES PLANNING
MARYLAND COMMUNITY COLLEGES
FALL 1973 - FALL 1981
FALL 1986 AND FALL 1991

Fall	Full-time	Part-time	TOTAL ENROLLMENT	Credit FTE	Credit FTDE
1973	24,070	34,646	58,716	35,619	27,568
1974	24,235	40,444	64,679	37,716	28,597
1975	28,177	48,063	76,240	44,196	31,529
1976	28,924	51,031	79,955	45,934	34,510
1977	29,278	55,609	84,887	47,748	34,971
1978	27,748	58,328	86,076	47,053	32,651
1979	28,106	60,246	88,352	48,189	32,543
1980	28,978	64,049	93,027	50,326	34,389
1981	29,885	66,673	96,558	51,380	34,852
1986	27,186	74,862	102,048	52,140	35,800
1991	24,853	76,644	101,497	50,401	34,605

FTE = Full-time equivalent (full-time + one-third part-time)
FTDE = Full-time day equivalent

SOURCE: SBHE

Table 7-B

ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING
FOR PLANNING PERIOD JULY 1982 - JULY 1983
MARYLAND COMMUNITY COLLEGES

College	Fall 1979 FTE	Fall 1980 FTE	Fall 1981 F-T	Fall 1981 P-T	Fall 1981 FTE	FTE % Increase (Decrease) 1979-1980	FTE % Increase (Decrease) 1980-1981	Fall 1979 FTDE	Fall 1980 FTDE	Fall 1981 FTDE	FTDE % Increase (Decrease) 1979-1980	FTDE % Increase (Decrease) 1980-1981	Projected % Day Contact Hours 1981	FY 1987 Projected FTE	FY 1987 Projected FTDE	FY 1992 Projected FTE	FY 1992 Projected FTDE
Allegany	1,354	1,396	1,240	756	1,492	3.1	6.9	921	963	940	4.6	(2.4)	65	1,499	974	1,449	942
Anne Arundel	3,909	3,942	2,351	5,929	4,253	.8	7.9	2,658	2,720	2,892	2.3	6.3	69	4,326	2,985	4,182	2,886
Baltimore	5,201	5,588	4,011	4,325	4,816	7.4	(13.8)	3,433	3,856	3,179	12.3	(17.6)	66	4,789	3,161	4,626	3,053
Catonsville	5,351	5,575	2,573	8,972	5,564	4.2	(.2)	2,783	3,010	2,949	8.2	(2.0)	53	5,590	2,963	5,402	2,863
Cecil	578	604	334	1,026	682	4.5	12.9	277	290	355	4.7	22.4	52	683	355	660	343
Charles	1,860	1,987	818	3,185	1,880	6.8	(5.4)	967	1,033	996	6.8	(3.6)	55	1,946	1,070	1,882	1,035
Chesapeake	825	863	489	1,240	886	4.6	2.7	578	613	647	6.1	5.5	74	922	682	892	660
Dundalk	1,093	1,027	455	1,865	1,068	(6.0)	4.0	536	483	523	(9.9)	8.3	49	1,062	520	1,026	503
Essex	4,776	4,799	2,616	6,872	4,907	.5	2.3	3,248	3,359	3,435	3.4	2.3	70	4,935	3,455	4,769	3,338
Frederick	981	1,168	880	1,836	1,492	19.1	27.7	667	794	1,119	19.0	40.9	78	1,564	1,220	1,514	1,181
Garrett	442	454	312	335	423	2.7	(6.8)	248	281	288	13.3	2.5	70	430	301	416	291
Hagerstown	1,299	1,315	898	1,463	1,386	1.2	5.4	974	907	956	(6.9)	5.4	69	1,407	971	1,360	938
Harford	2,133	2,257	1,308	3,125	2,350	5.8	4.1	1,408	1,535	1,575	9.0	2.6	68	2,400	1,632	2,320	1,578
Howard	1,282	1,464	776	2,554	1,627	14.2	11.1	859	952	1,090	10.8	14.5	68	1,711	1,164	1,656	1,126
Montgomery	9,408	9,997	6,090	12,621	10,299	6.3	3.0	7,620	7,998	8,033	5.0	.4	79	10,482	8,281	10,133	8,005
Prince George's	7,374	7,542	4,528	10,129	7,902	2.3	4.8	5,162	5,355	5,610	3.7	4.8	72	8,029	5,781	7,761	5,588
Wor-Wic Tech	323	348	206	440	353	7.7	1.4	204	240	265	17.6	10.4	78	365	285	353	275
TOTAL	48,189	50,326	29,885	66,673	51,380	4.4%	2.1%	32,543	34,389	34,852	5.7%	1.3%		52,140	35,800	50,401	34,605

F-T = Full-time
P-T = Part-time
FTE = Full-time equivalent (full-time + one-third part-time)
FTDE = Full-time day equivalent

SOURCE: SBCC

Table 8-B

COMPARISON OF COMMUNITY COLLEGE ENROLLMENT TO POLITICAL SUBDIVISION SERVED
MARYLAND COMMUNITY COLLEGES

College	Political Subdivision	Population Projections for July 1, 1981	Total In-County/City Enrollment Fall 1981	% of Population Enrolled Fall 1981
Allegany	Allegany County	80,100	1,691	2.11%
Anne Arundel	Anne Arundel County	380,100	8,140	2.14
Baltimore	Baltimore City	772,600	7,371	.96
Catonsville, Dundalk, Essex	Baltimore County	660,000	18,382	2.78
Catonsville	Carroll County	99,900	1,429	1.43
Cecil	Cecil County	61,300	1,296	2.11
Charles	Charles County	76,100	2,354	3.09
Charles	Calvert County	36,500	440	1.20
Charles	St. Mary's County	61,500	1,113	1.80
Chesapeake	Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties	123,500	1,716	1.38
Frederick	Frederick County	118,300	2,598	2.19
Garrett	Garrett County	27,100	479	1.76
Hagerstown	Washington County	114,300	2,067	1.80
Harford	Harford County	149,700	4,272	2.85
Howard	Howard County	125,900	3,064	2.43
Montgomery	Montgomery County	586,400	16,550	2.82
Prince George's	Prince George's County	665,200	13,800	2.07
Wor-Wic Tech	Worcester and Wicomico Counties	97,500	550	.56
TOTAL		4,236,000	87,312	2.06%

SOURCE OF DATA FOR COUNTY POPULATION: Maryland State Department of Health and Mental Hygiene May, 1981.
SOURCE OF DATA FOR IN-COUNTY ENROLLMENT: SBCC

SUMMARY OF DEGREES AND OTHER FORMAL AWARDS
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1981

College	Certificates (Less than Two-Year)	TOTAL AA Degrees Awarded	Transfer AA Degrees	Occupational AA Degrees	Occupational AA Degrees: Business & Commerce	Data Processing	Health Service	Mechanical & Engineering	Natural Science	Public Service
Allegany	14	250	57	193	56	18	89	10	12	8
Anne Arundel	54	511	251	260	77	50	84	24	3	22
Baltimore	136	817	355	462	137	22	138	39	12	114
Catonsville	204	667	333	334	65	48	126	47	-	48
Cecil	4	59	27	32	22	-	-	10	-	-
Charles	36	189	83	106	19	34	36	9	3	6
Chesapeake	35	97	58	39	16	-	9	7	-	7
Dundalk	62	148	82	66	26	-	-	5	-	35
Essex	67	655	309	346	80	32	174	1	-	59
Frederick	34	144	84	60	17	13	18	4	-	8
Garrett	7	91	54	37	10	-	7	2	18	-
Hagerstown	7	273	136	137	33	12	41	22	3	26
Harford	105	383	171	212	47	23	98	13	4	27
Howard	42	189	77	112	47	9	50	6	-	-
Montgomery:										
Rockville	122	607	284	323	158	51	2	43	-	69
Takoma Park	30	228	57	171	2	8	160	1	-	-
Germantown	5	39	21	18	13	2	3	-	-	-
Prince George's	36	957	308	649	271	75	176	36	-	91
Wor-Wic Tech	26	41	-	41	14	-	20	2	-	5
TOTAL	1,026	6,345	2,747	3,598	1,110	397	1,231	280	55	525
Percent of Total AA Degrees		100%	43%	57%	18%	6%	19%	5%	1%	8%

AA = Associate in Arts

SOURCE: SBHE-D

Table 10-B

COMPARISON OF 1977, 1978, 1979, 1980, AND 1981 DEGREES AWARDED AND CERTIFICATES CONFERRED
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS

College	Transfer AA Degrees Awarded					Occupational AA Degrees Awarded					Certificates Conferred (Less than Two-Year)				
	1977	1978	1979	1980	1981	1977	1978	1979	1980	1981	1977	1978	1979	1980	1981
Allegany	61	77	70	76	57	191	267	253	241	193	62	64	54	47	14
Anne Arundel	276	284	279	293	251	276	255	237	240	260	30	25	39	33	54
Baltimore	288	290	281	371	355	557	571	620	451	462	22	47	34	70	136
Catonsville	308	293	359	310	333	358	394	413	318	334	241	249	253	224	204
Cecil	34	63	43	38	27	36	45	24	30	32	2	7	2	5	4
Charles	109	92	94	76	83	69	61	93	93	106	30	61	77	53	36
Chesapeake	65	60	43	46	58	24	37	58	57	39	12	20	19	22	35
Dundalk	105	99	90	85	82	36	58	53	70	66	26	32	52	53	62
Essex	402	389	405	375	309	316	348	359	345	346	31	32	38	37	67
Frederick	57	71	78	69	84	69	81	76	40	60	18	36	37	34	34
Garrett	24	38	30	23	54	19	24	27	41	37	4	2	4	4	7
Hagerstown	164	166	136	128	136	124	119	117	115	137	17	9	9	16	7
Harford	200	209	187	187	171	95	137	155	189	212	57	49	66	63	105
Howard	86	67	69	79	77	103	104	110	135	112	38	42	31	39	42
Montgomery:															
Rockville	401	317	296	309	284	318	323	354	321	323	105	95	86	75	122
Takoma Park	69	50	46	61	57	202	207	198	211	171	20	32	45	11	30
Germantown	-	2	5	36	21	-	1	1	9	18	-	-	-	4	5
Prince George's	400	343	322	349	308	532	637	708	684	649	11	25	24	34	36
Wor-Wic Tech	-	-	-	-	-	-	22	40	42	41	2	31	32	32	26
TOTAL	3,049	2,910	2,833	2,911	2,747	3,325	3,691	3,896	3,632	3,598	728	858	902	856	1,026

AA = Associate in Arts

SOURCE: SBHE-D

Table II-B

PERCENTAGE DISTRIBUTION OF OPERATING EXPENSES BY FUNCTION
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1981

College	Net Current Operating Expenses	Instruction	Instructional Resources	Student Affairs	Plant Operation and Maintenance	General Administration	General Institutional	Other
Allegany	$ 3,832,530	57%	5%	5%	12%	14%	6%	-%
Anne Arundel	10,795,469	61	10	6	13	7	3	-
Baltimore	12,596,826	59	3	7	18	11	1	-
Catonsville	15,225,863	50	6	11	14	4	14	1
Cecil	2,094,314	50	4	10	16	8	12	-
Charles	5,702,373	41	7	6	17	10	9	9
Chesapeake	2,583,713	44	5	9	24	14	4	-
Dundalk	5,147,344	41	8	12	17	7	15	-
Essex	12,422,763	50	6	10	16	5	13	1
Frederick	3,000,166	55	7	7	16	16	-	-
Garrett	1,791,926	50	5	8	15	10	11	-
Hagerstown	3,640,928	51	5	7	7	14	16	-
Harford	6,423,971	48	7	7	16	11	11	-
Howard	4,416,438	45	6	7	19	9	12	2
Montgomery	29,990,517	48	7	7	17	11	10	-
Prince George's	18,348,552	59	4	9	12	12	3	-
Wor-Wic Tech	1,125,016	55	-	7	12	18	8	-
TOTAL	$139,138,709							
SYSTEMWIDE AVERAGE	100%	52%	6%	8%	15%	10%	9%	1%

NOTE: Percentages may not total 100 due to rounding.

SOURCE: SBCC-CC-4

Table 12-B

PERCENTAGE DISTRIBUTION OF OPERATING EXPENSES BY OBJECT
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1981

College	Net Current Operating Expenses	Compensation	Contracted Services	Supplies and Materials	Communications	Conferences/ Meetings	Grants/ Subsidies	Utilities	Fixed Charges	Other	Furniture and Equipment	Exclusions for State Aid Purposes
Allegany	$ 3,832,530	77%	7%	5%	2%	1%	-%	5%	1%	1%	1%	-%
Anne Arundel	10,795,469	85	5	3	1	1	-	4	1	-	1	-
Baltimore	12,596,826	81	8	4	2	-	-	4	-	-	1	-
Catonsville	15,225,863	81	6	3	2	1	1	3	1	-	3	-1
Cecil	2,094,314	67	8	8	2	2	-	5	3	-	5	-
Charles	5,702,373	65	12	5	2	1	-	5	8	-	3	-
Chesapeake	2,583,713	63	10	6	1	1	-	7	1	1	9	-5
Dundalk	5,147,344	69	7	4	2	1	1	5	7	-	5	-
Essex	12,422,763	78	4	4	1	-	1	4	7	-	2	-1
Frederick	3,000,166	79	5	4	1	1	1	4	1	-	3	-
Garrett	1,791,926	67	9	7	2	2	1	5	1	1	5	-
Hagerstown	3,640,928	77	7	4	2	1	-	5	1	-	2	-
Harford	6,423,971	75	6	4	2	1	-	5	1	-	7	-
Howard	4,416,438	72	10	6	2	1	1	5	1	1	2	-
Montgomery	29,990,517	81	6	4	1	-	-	4	-	2	1	-
Prince George's	18,348,552	83	5	3	1	1	-	4	1	-	2	-
Wor-Wic Tech	1,125,016	65	10	5	2	2	-	2	7	-	7	-4
TOTAL	$139,138,709											
SYSTEMWIDE AVERAGE	100%	78%	6%	4%	1%	1%	-	4%	2%	1%	2%	-

NOTE: Percentages may not total 100 due to rounding.

SOURCE: SBCC-CC-4

Table 13-B

PHYSICAL PLANT ASSETS AT END OF FISCAL YEAR 1981
MARYLAND COMMUNITY COLLEGES

College	Land	Buildings	Equipment	TOTAL
Allegany	$ 200,000	$ 7,558,227	$ 3,288,871	$ 11,047,098
Anne Arundel	1,871,934	13,598,048	3,820,147	19,290,129
Baltimore	4,912,317	18,547,410	1,510,776	24,970,503
Catonsville	1,715,592	17,446,632	3,515,305	22,677,529
Cecil	20,176	3,676,413	998,673	4,695,262
Charles	98,794	8,147,005	834,429	9,080,228
Chesapeake	340,197	5,708,601	1,750,692	7,799,490
Dundalk	313,537	8,507,959	3,062,838	11,884,334
Essex	1,620,741	23,206,437	4,172,816	28,999,994
Frederick	1,034,699	3,918,838	777,236	5,730,773
Garrett	84,440	2,349,630	1,679,563	4,113,633
Hagerstown	890,153	6,411,513	1,925,150	9,226,816
Harford	210,000	16,226,166	5,098,482	21,534,648
Howard	558,044	11,509,454	2,114,050	14,181,548
Montgomery	7,257,710	43,784,026	10,792,420	61,834,156
Prince George's	2,492,439	19,394,283	3,483,237	25,369,959
Wor-Wic Tech	-	-	352,958	352,958
TOTAL 1981	$ 23,620,773	$209,990,642	$ 49,177,643	$282,789,058
TOTAL 1980	$ 23,132,816	$206,190,536	$ 46,923,222	$276,246,574
TOTAL 1979	$ 17,794,120	$177,941,296	$ 40,085,855	$235,821,271
TOTAL 1978	$ 17,089,574	$167,635,732	$ 37,433,018	$222,158,324
TOTAL 1977	$ 16,393,653	$159,201,598	$ 33,482,808	$209,078,059
TOTAL 1976	$ 15,557,985	$146,702,832	$ 27,769,443	$190,030,260
TOTAL 1975	$ 14,760,430	$116,296,921	$ 23,867,330	$154,924,681
TOTAL 1974	$ 8,904,576	$104,149,324	$ 19,921,586	$132,975,486
TOTAL 1973	$ 7,223,690	$ 96,683,972	$ 16,729,170	$120,636,832
TOTAL 1972	$ 5,163,300	$ 74,988,270	$ 15,[illegible]104	$ 96,128,671
TOTAL 1971	$ 5,441,594	$ 70,300,900	$ 12,403,402	$ 88,145,896

SOURCE: NCES 2300-4

Table 14-B

CAPITAL CONSTRUCTION STATE BOND AUTHORIZATIONS
MARYLAND COMMUNITY COLLEGES

	Year of Authorization	Amount
Local community colleges:	1981	$ -
	1980	-
	1979	2,000,000
	1978	-
	1977	-
	1976	-
	1975	10,000,000
	1974	8,000,000
	1973	-
	1972	10,000,000
	1971	15,000,000
	1970	5,000,000
	1969	10,000,000
	1968	10,000,000
	1967	10,000,000
	1966	-
	1965	-
	1964	15,000,000
	1963	-
	1962	5,000,000
	1961	5,000,000
		$ 105,000,000
Regional community colleges:	1969	$ 3,000,000
	1965	5,000,000
		$ 8,000,000
TOTAL		$ 113,000,000

SOURCE: DBCP

Table 15-B

TUITION PER 15-WEEK TERM
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1982

College	Service Area	Resident of Service Area		Maryland Resident from Outside Service Area		Out-of-State Resident	
		Per Credit Hour	Per Term	Per Credit Hour	Per Term	Per Credit Hour	Per Term
Allegany	Allegany County	$ 25.00	$ 295.00[1,6]	$ 45.00	$ 515.00[1,6]	$ 85.00	$ 955.00[1,6]
Anne Arundel	Anne Arundel County	23.00		52.00		104.00	
Baltimore	Baltimore City	20.00	[6]	40.00	[6]	75.00	900.00[5]
Catonsville, Dundalk, Essex	Baltimore County	21.00 - 1 thru 11		41.00 - 1 thru 11		85.00 - 1 thru 11	
		11.00 - over 11[2]		21.00 - over 11[2]		43.00 - over 11[2]	
Cecil	Cecil County	16.00	240.00[1]	32.00	480.00[1]	64.00	960.00[1]
Charles	Charles, St. Mary's and Calvert Counties	20.00	[3]	40.00	[3]	60.00	[3]
Chesapeake	Caroline, Dorchester, Kent, Queen Anne's, and Talbot Counties	22.00	220.00	44.00	440.00	78.00	[3]
Frederick	Frederick County	22.00	264.00[3]	44.00	528.00[3]	88.00	1,056.00[3]
Garrett	Garrett County	14.00		30.00		86.00	
Hagerstown	Washington County	18.00	288.00[7,3]	40.00	640.00[7,3]	65.00	1,040.00[7,3]
Harford	Harford County	19.00		44.00		75.00	
Howard	Howard County	24.00	325.00[5]	48.00	650.00[5]	96.00	
		11.00 - over 12		22.00 - over 12		44.00 - over 12	
Montgomery	Montgomery County	27.00	405.00[5,3]	56.00	840.00[5,3]	78.00	1,170.00[5,3]
Prince George's	Prince George's County	22.00	[3]	52.00	[3]	90.00	[3]
Wor-Wic Tech	Worcester and Wicomico Counties	19.00		43.00		86.00	

Excluded above are numerous fees the community colleges charge in addition to tuition.

1 Rate for 15 or more credit hours.
2 Rate for 1 through 11 credit hours; rate for additional credit hours beyond 11.
3 A flat per credit hour rate prevails.
4 Rate for 12 or more credit hours.
5 Maximum rate.
6 Rate for 1 through 15 credit hours; no charge for credit hours beyond 15.
7 Per term rate applies to 12-18 credit hours; additional credits beyond 18 at credit hour charge.

SOURCE: SBCC

INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY CATEGORY
MARYLAND COMMUNITY COLLEGES
1970 - 1981

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Support	Health Care	Unclassified	TOTAL NASF
Allegany	50,251	58,232	23,708	16,501	34,224	20,860	5,778	-	-	209,554
Anne Arundel	29,507	56,250	44,774	9,601	34,420	17,860	7,126	231	-	199,769
Baltimore:										
Liberty	35,458	40,885	45,986	15,330	29,188	22,231	21,968	974	-	212,020
Harbor	25,865	27,904	26,450	13,758	3,123	9,357	6,765	528	-	113,750
Catonsville	64,495	29,133	53,720	29,250	60,995	33,450	8,158	434	-	279,635
Cecil	10,382	4,432	5,343	3,380	16,898	1,584	1,650	-	-	43,669
Charles	13,527	13,283	20,981	18,145	27,145	7,576	6,384	-	-	107,041
Chesapeake	14,627	27,819	14,262	6,871	25,318	8,327	3,781	-	-	101,005
Dundalk	12,049	11,327	20,123	12,451	35,754	18,242	4,061	446	-	114,453
Essex	46,034	56,710	51,958	22,081	63,090	37,281	13,249	440	-	290,843
Frederick	12,306	11,782	13,232	9,070	18,578	7,520	1,955	-	-	74,443
Garrett	10,508	15,740	5,982	5,042	10,548	6,464	2,880	-	-	57,164
Hagerstown	17,972	26,531	19,672	13,957	17,766	17,211	3,682	214	-	117,005
Harford	14,978	22,851	26,003	17,470	38,485	17,506	10,393	-	-	147,686
Howard	19,896	17,282	21,006	12,485	32,031	17,286	1,511		-	121,497
Montgomery:										
Rockville	54,246	95,709	74,616	55,953	64,899	53,315	11,624	463	-	410,825
Takoma Park	17,898	40,651	30,002	23,904	31,017	11,721	4,832	596	-	160,621
Germantown	11,528	29,994	20,632	14,033	18,473	8,706	3,734	326	-	107,426
Prince George's	61,053	62,179	58,610	11,229	24,044	72,607	11,161	1,119	-	302,002
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-
TOTAL 1981	522,580	648,694	577,060	310,511	585,996	389,104	130,692	5,771	-	3,170,408
TOTAL 1980	522,602	650,440	573,264	310,511	581,866	392,702	129,794	5,296	3,624	3,170,099
TOTAL 1979	503,771	690,855	600,211	318,264	581,047	385,144	120,419	6,048	-	3,205,759
TOTAL 1978	503,510	678,810	596,748	303,034	548,304	375,650	113,524	4,745	-	3,124,325
TOTAL 1977	462,024	639,910	544,700	291,530	487,107	351,113	95,027	4,271	-	2,875,682
TOTAL 1976	439,943	601,109	500,811	286,928	463,870	337,700	96,002	3,495	39,396	2,769,254
TOTAL 1975	360,617	536,674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2,407,091
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262
TOTAL 1973	331,375	435,229	357,149	225,224	385,445	288,610	81,046	4,743	22,371	2,131,192
TOTAL 1972	328,481	409,708	329,521	230,843	379,161	257,232	66,702	126	54,798	2,056,572
TOTAL 1971	329,346	415,189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

NASF = Net assignable square feet

SOURCE: CCL2-Table I

EMPLOYEES BY COLLEGE AND FUNCTION
MARYLAND COMMUNITY COLLEGES
AS OF OCTOBER 31, 1981

College	Administrative				Instructional				Other Professional				Support				TOTAL ALL FUNCTIONS				TOTAL EMPLOYEES	
	Minority		White		Minority		White		Minority		White		Minority		White		Minority		White			
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	-	-	10	-	1	-	78	32	-	-	15	-	1	-	53	10	2	-	156	42	158	42
Anne Arundel	2	-	30	-	5	21	172	345	4	1	15	22	44	14	149	73	55	36	366	440	421	476
Baltimore	11	-	17	-	44	158	112	234	26	20	26	25	102	44	49	19	183	222	204	278	387	500
Catonsville	3	-	36	-	5	43	208	443	8	-	45	-	31	3	215	22	47	46	504	465	551	511
Cecil	-	-	7	-	1	1	22	60	-	-	8	3	2	-	29	8	3	1	66	71	69	72
Charles	-	-	12	2	3	9	40	137	2	1	23	4	18	5	71	14	23	15	146	157	169	172
Chesapeake	-	-	14	-	4	-	22	102	1	-	6	8	11	2	33	17	16	2	75	127	91	129
Dundalk	2	-	15	-	6	3	41	76	2	-	14	2	19	-	72	13	29	3	142	91	171	94
Essex	-	-	28	-	4	4	163	229	2	-	18	19	10	1	212	16	16	5	421	264	437	269
Frederick	-	-	26	-	2	5	26	110	-	-	1	-	7	-	48	9	9	5	101	119	110	124
Garrett	-	-	7	-	-	-	22	50	-	-	-	1	-	-	24	5	-	-	53	56	53	56
Hagerstown	-	-	14	-	1	-	52	82	-	-	7	-	1	-	53	-	2	-	126	82	128	82
Harford	-	-	30	1	1	9	87	212	-	-	1	-	14	1	104	21	15	10	222	234	237	244
Howard	5	-	16	-	5	7	36	138	-	3	7	3	20	4	69	19	30	14	128	160	158	174
Montgomery	10	-	51	-	11	35	313	575	15	-	85	3	95	7	352	39	131	42	801	617	932	659
Prince George's	6	-	29	-	22	54	209	429	2	2	13	4	98	97	194	210	128	153	445	643	573	796
Wor-Wic Tech	-	-	9	-	-	4	16	49	-	-	7	-	2	1	17	3	2	5	49	52	51	57
TOTAL	39	-	351	3	115	353	1,619	3,303	62	27	291	94	475	179	1,744	498	691	559	4,005	3,897	4,696	4,457

F-T = Full-time
P-T = Part-time

SOURCE: SDHE E-1

Table 18-B

CONTINUING EDUCATION ENROLLMENT
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1981

Subject Area	Number of Courses	Number of FTEs	Number of Registrations
Agriculture	122	52	859
Architecture	55	13	286
Arts	156	1,113	16,497
Business	1,409	1,307	21,116
Communications	136	70	1,395
Computer Science	79	76	1,280
Education	1,006	1,549	20,931
Engineering	199	284	2,770
Health Care	955	608	11,554
Home Economics	318	484	9,015
Industrial Arts	788	876	8,723
Languages	140	156	2,449
Law	97	45	932
Life and Physical Sciences	47	29	448
Mathematics	40	7	145
Military Sciences	2	1	18
Philosophy and Religion	13	24	493
Physical Education	90	554	11,980
Psychology	41	48	986
Public Administration	92	131	1,008
Social Sciences	109	181	4,124
TOTAL	5,894	7,608	117,009

FTEs = full-time equivalent students

NOTE: Includes only courses and students eligible for State Aid.

SOURCE: SBCC

MANAGEMENT INFORMATION SYSTEMS

The Maryland State Board for Community Colleges is committed to developing and using management systems that provide efficient and effective procedures for determining information needs, gathering information, and utilizing the information in operational and policy decisions.

The development and adaptation of computer technology has had many positive effects. A large number of forms and reports, previously requiring completion by community college staff, has been replaced by data tape transmission of information. Data definitions have been standardized, and the capability to analyze Statewide information has been enhanced.

Equally important, the development of systems by the Board has made quantitative information readily available in a form that can be used to establish alternative directions for community colleges to pursue. By having the information in a manageable form, accountability can be maintained for the quality of community college operations.

Each of the community college management information systems has gone through three stages of development. As a first step, the State Board for Community Colleges staff, the college staff, and representatives of other State agencies worked as a task force to identify common information needs; available data sources; and efficient, nonduplicative means of collecting, analyzing, and reporting the data.

The second step is the development of computer software to edit the data into a common format and to produce college and Statewide reports. The material is then distributed to each user. The use of common software has avoided unnecessary duplicative development efforts by each college and each State agency. Finally, data from existing college files are then processed annually to produce a data tape and college and State reports. The data files produced by these systems additionally can be listed throughout the year routinely to respond to federal report requirements or for other compliance purposes.

The systems in place can be divided, according to primary function, into three major categories:

- Systems for routine data collection;
- Systems for evaluation of activities;
- Systems for State approval or compliance review.

The categories of systems are interrelated in that data collected routinely are merged for use in management decision making and evaluation. For example, student enrollments, discipline costs, and follow-up data are included as part of the Program Data Monitoring System, which in turn forms a part of the Program Evaluation System.

The systems in the Management Information System are identified below:

ENROLLMENT INFORMATION SYSTEM

Transmitted on data tape, this system provides information on Fall enrollment and the characteristics of students who are enrolled in credit transfer and occupational programs.

DEGREE DATA SYSTEM

Transmitted on data tape, this system provides information on the degrees granted in the previous fiscal year and on the characteristics of the graduates of community colleges.

EMPLOYEE DATA SYSTEM

Transmitted on data tape, this system provides information on the employees of community colleges and the demographic characteristics of faculty members.

BUDGET INFORMATION SYSTEM

This system provides budgets for the most recently completed fiscal year and the estimated revenue and expenditures for the current year. This information is displayed so that comparisons can be made with previous years at the same institution and with other community colleges of similar size. Analyses of various relationships can be facilitated.

DISCIPLINE COST ANALYSIS SYSTEM

This system provides annual data on the full-time equivalent students in and costs of programs at the colleges. Costs can be compared with trend data and with data from similar programs at other colleges.

PROGRAM DATA MONITORING SYSTEM

This system provides a profile of each program at each community college and displays enrollment, degrees, follow-up, and discipline cost information for the program and for similar programs at other colleges. These analyses form an important part of the program evaluation process.

PROGRAM EVALUATION SYSTEM

This system annually provides for in-depth campus analyses of four or more programs identified at the State level through use of the Program Data Monitoring System.

COLLEGE EVALUATION SYSTEM

This system integrates the elements from the other evaluative systems in order to provide an overall institutional perspective.

CONTINUING EDUCATION COURSE REVIEW SYSTEM

This system is used to determine eligibility of continuing education courses for State funding. The system is based on policies and procedures contained in the Continuing Education Manual.

CONTINUING EDUCATION STUDENT INFORMATION SYSTEM

This system, pilot tested during FY 1982, provides for data tape transmission of information on continuing education registrants. The system becomes fully operational on July 1, 1982.

SYSTEM FOR EVALUATION OF INSTRUCTIONAL PROGRAM PROPOSALS

This system is used for assessment of college proposals to implement new degree and certificate programs. The information, from letters of intent and program proposals, is used in determining endorsement and final approval of proposed new programs.

FINANCIAL STATEMENTS AND MANAGEMENT LETTER ANALYSIS SYSTEM

This system provides for Board review of the financial statements and management letters submitted as part of college audits. The Board's analysis is provided to the Legislative Auditor for his report to the General Assembly.

OPTIONAL RETIREMENT SYSTEM

This system is used in the Board's (1) determination of community college employee eligibility for participation; (2) reimbursement of retirement costs by the State; and (3) return to the State of employer contributions made on behalf of participants who discontinue employment and seek return of their own funds.

OTHER BOARD PUBLICATIONS

This State Plan and Annual Report constitutes an important part of the Board's function. The Plan communicates the current status of community college operations and establishes goals for future activities.

While reference is made in this Plan to the wide spectrum of Board and college programs and services, it is impossible in a single document to detail all activities summarized. Therefore, the following major publications, developed since the last Plan, may be of interest. A limited number of copies of these documents is available from the Board office. If the document is available through the ERIC system, the reference number is shown in parentheses following the title.

- Maryland Community Colleges 1981 Program Evaluations, April 1982.
- Code of Maryland Regulations Title 13C: State Board for Community Colleges, February 1982.
- Maryland Community Colleges: Selected Financial and Enrollment Data, January 1982.
- The Improvement of Occupational Education in Maryland, December 1981.
- Data Element Dictionary, October 1981.
- Four Years Later: Follow-Up of 1976 Entrants to Maryland Community Colleges, May 1981.
- Analysis of Auditors' Management Letters Fiscal Year 1981, March 1981.
- State Board for Community Colleges Bulletin, monthly during academic year.

The following major documents serve as continuing reference to projects currently underway or review procedures currently in effect. These publications are used by the staff, the community colleges, and other agencies of government.

- The Study of Remedial/Developmental Education in Maryland Community Colleges, January 1982.
- Maryland Community Colleges: Continuing Education/Community Service Staff Directory, January 1981.

- Student Follow-Up of Entrants and Graduates of Maryland Community Colleges, November 1980. (ED 195312)
- Maryland Community Colleges: Continuing Education Manual, July 1980. (ED 188730)
- Maryland Community Colleges: Discipline Cost Analysis Manual, June 1980. (ED 192836)
- Seventeen Doors to Opportunity . . . . Maryland's Community Colleges, January 1980.
- Maryland Community Colleges: Instructional Program Manual, December 1979. (ED 181967)
- Manual for Maryland Community College Trustees, November 1979.
- Developmental/Remedial Education, September 1979. (ED 175514)
- Community College Evaluation System Description, March 1979.
- The Economic Impacts of Maryland Community Colleges, September 1978. (ED 158804)
- Economic Impact Manual for Maryland Community Colleges, September 1978. (ED 160167)
- Program Data Monitoring System Description, March 1978.
- Maryland Community Colleges Facilities Manual, September 1977.

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